

OCTOBER, 1960

James H. H. H.
Editor of the
Library

Catholic School Journal

A memorial tribute to
Dr. Edward A. Fitzpatrick,
the late editor of the
CATHOLIC SCHOOL JOURNAL,
begins on page 22.



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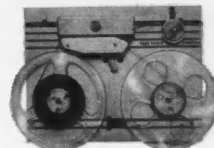
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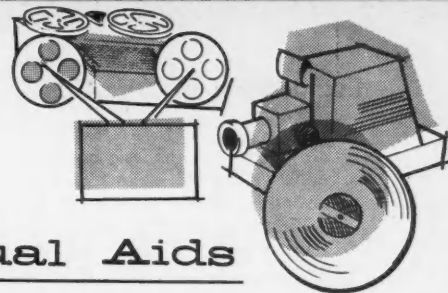
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Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

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Catechism Sound Filmstrips

The recently completed Units 29 and 30 of the St. JOHN'S CATECHISM in sound filmstrip cover the Sixth and Ninth and the Seventh and Tenth Commandments respectively. Each unit costs \$15. Unit 29 parallels Lesson 19 and part of Lesson 20 of the Baltimore Catechism while Unit 30 presents part of Lesson 20. As has been previously pointed out in this column, the St. John's Catechism sound filmstrips are keyed to the revised Baltimore Catechism. The series is organized in three ten-unit sections: "The Creed," "The Sacraments," and "The Commandments." Each unit includes the following:

1. A colored filmstrip of about 60 frames usable with any 35mm. filmstrip projector. Specially designed pictures in color present the topic in an interesting and dramatic manner. Each filmstrip ends with a summary of about six color frames with basic questions from the story superimposed on the pictures. These are valuable for review and discussion.

2. A two-sided 12-inch vinylite, unbreakable 78 rpm record which plays ten minutes accompanies each filmstrip, and is synchronized with it.

3. A lesson plan printed on the back of each record sleeve listing objectives, procedures, points of doctrine, the basic questions which appear at the end of the filmstrip, 8 supplementary questions, and suggested prayers and resolutions.

Unit 29, covering the Sixth and Ninth Commandments, is designed to teach part of Lesson 19 and part of Lesson 20 of the Baltimore Catechism and to make this lesson practical in the lives of the students.

The following points of doctrine are covered in this unit:

1. The Sixth Commandment directs us to be pure and modest in act; the Ninth to be pure and modest in thought and desire.

2. By the virtue of chastity we control the sexual powers of the body so

that our thoughts, desires, and acts are in accordance with God's law.

3. Modesty safeguards chastity for by it we refrain from any thought, word, look, or action which would incite ourselves or others to a sin of impurity.

4. Married people practice chastity by being faithful to one another and by doing nothing in their marriage which would not be in accordance with God's plan.

5. Unmarried people practice chastity by refraining altogether from the use of those bodily powers which God intends to be used only in marriage, and by refusing to deliberately think about them or take pleasure in them.

6. Danger to purity can arise from evil companions, immodest dress, conversation, or behavior, curiosity and idleness, and looking at obscene pictures or books.

7. Purity is safeguarded by fleeing from sources of temptation, by keeping busy, by frequent prayer, and the reception of the Sacrament of the Eucharist.

8. Priests and religious practice chastity in a special way by means of a vow to remain chastely unmarried all their lives.

9. Maria Goretti and Dominic Savio are two saints who are special models of purity for boys and girls.

10. Our Lord has promised heaven to those who remain pure.

Unit 30, covering the Seventh and Tenth Commandments, has for its objectives to teach part of Lesson 20 of the Baltimore Catechism and to make this lesson practical in the lives of the students.

Unit 30 covers the following points of doctrine:

1. By the Seventh Commandment God forbids us to steal, damage, or destroy the property of others; by the Tenth Commandment He forbids us to desire or want to possess what belongs to others.

2. God is the true owner of everything in this world.

3. He wants us to take care of the goods He has given us and not to waste or destroy them.

4. He wants us to take care of the

property of others and not damage or destroy it.

5. If we have stolen or damaged the property of others, we must pay back the owner or restore the property in some way.

6. The priest in the confessional will advise us what we must do.

7. We should be satisfied with what our parents give us and not always be demanding more.

8. One of the best ways to control greed is to be generous and to share what we have with others.

9. God wants us to use the talents He has given us and to develop them for His honor and glory.

10. We should not be anxious for material things, but rather try to become holy and our heavenly Father will provide us with the things we need.

The group of persons who evaluated Units 29 and 30 of the St. JOHN'S CATECHISM was very favorably impressed as were others who previewed the former units. They were unanimous in recommending these materials very highly.

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Filmstrips of Paintings

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Preparing a Report

REPORTING IN CLASS is an 11-minute 16mm. sound film, color \$130, or black and white \$60.

(Continued on page 6)

Evaluations of AV Aids

(Continued from page 5)

This motion picture, designed for use in middle grades and junior high school demonstrates the correct techniques and procedures of preparing a report graphically presented.

The film tells the story of Bruce Carlson, a young student whose first attempt to prepare a report on "Our Airport" is not successful. Bruce's father, a professional newspaperman, urges him to do the report again as a way of learning the techniques for future reports. As Mr. Carlson makes sug-

gestions, based on his newspaper background, Bruce is seen putting them into practice. He goes to the airport, interviews pilots, the airport manager, etc. He takes notes on every phase of airport operation that he sees. He visits the public library and asks the librarian for books on the subject. At home, he compiles his material into a simple outline. He determines the most important points of his material and writes his report from the outline. Bruce asks for and receives permission to present this new report to the class and is congratulated by his teacher for his excellent job of reporting.



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The film shows how this mail system came to be established and how it operated for its 19 months of existence. Costumed re-enactments and scenes of the West in the booming '50's and '60's, including street scenes of a reconstructed town of the old West, provide a rich visual background for understanding this era. Many dramatic scenes show the interesting details of the pony express such as: its swift horses, the young, hardy riders, the specially designed saddle bag for carrying the mail, the relay stations, and the first rides east and west along the Central Route. With the completion of the telegraph lines in '61, we see the close of the pony express period.

EDUCATORS PROGRESS SERVICE

Randolph, Wis.

Guide to Films

EDUCATORS GUIDE TO FREE FILMS, 20TH ANNUAL ED., 1960, in 500 pages lists some 4000 free films produced by industrial, governmental, philanthropic, and other organizations. The 591 titles which are new this year are starred. This edition replaces all previous editions. For each film information is given on length, whether sound or silent; color or black and white; a brief résumé of the content, and source. At the back of the book a 40-page blue index lists alphabetically all the titles included in the main section. Following is a 50-page yellow section listing the films by subject. Finally a 44-page orange section titled "Source and Availability Index"

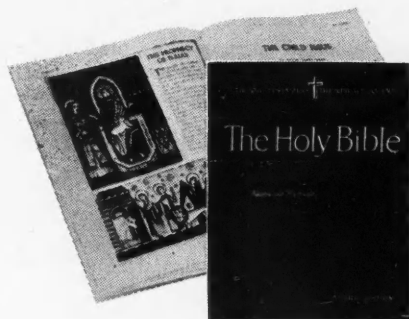
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PRESS

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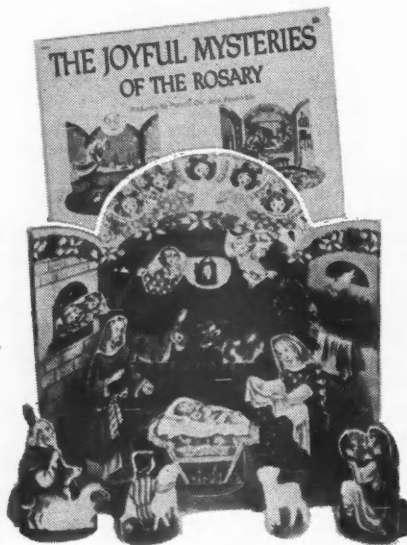
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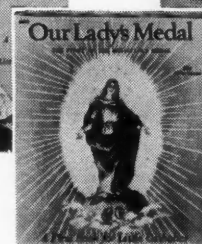
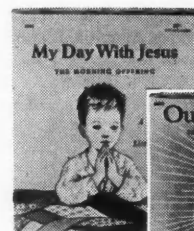
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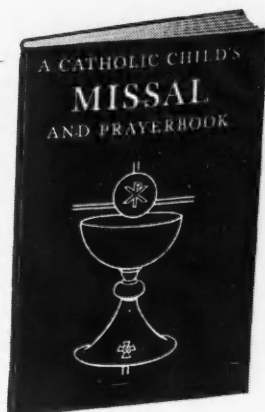
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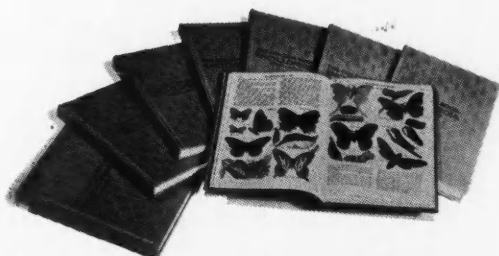
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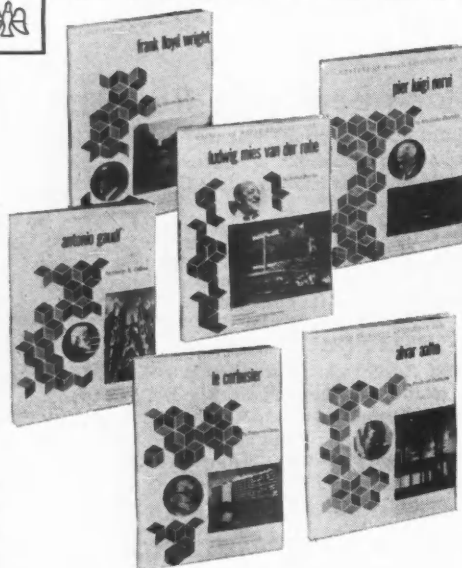


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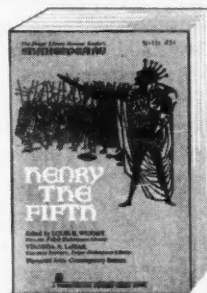
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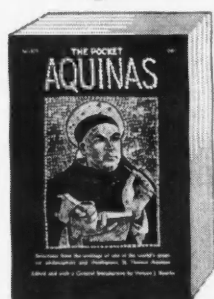
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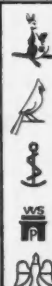
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Evaluations of AV Aids

(Concluded from page 6)

is an alphabetical list of the organizations (with their addresses) from which the films listed may be obtained. Also included in this last section are notations as to the conditions under which the films are loaned and their probable availability with the number of the pages on which films produced by each organization may be found in this catalog. The price of this new **EDUCATORS GUIDE TO FREE FILMS** is \$9.

EDUCATORS GUIDE TO FREE FILMSTRIPS, 12TH ANNUAL ED., 1960, in 125 pages lists 624 titles including 38 sets of slides and more than 500 filmstrips some of which may be retained permanently by the borrower. The organization of this publication is similar to that above. Cost is \$6.

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First Parochial School in 340 Years

The Diocese of Santa Cruz, Bolivia, will soon have the first parochial school in its 340-year history. Rev. Joseph Walijewski of the La Crosse, Wis., diocese said that he expects to open the school in February, 1961. Father Walijewski purchased a 20-acre tract for the school with funds from the 1959 Lenten contributions of La Crosse diocesan school children.

The school will start with the first two years of the primary grades and will add a grade each year until it enrolls students through the sixth grade. Father then hopes to begin a secondary school that will continue classes through the 12th grade.

Other schools exist in the Santa Cruz area, but they accept only those children whose parents can pay tuition. There are many schools for the wealthy, Father Walijewski said, but very few vocations come from them.



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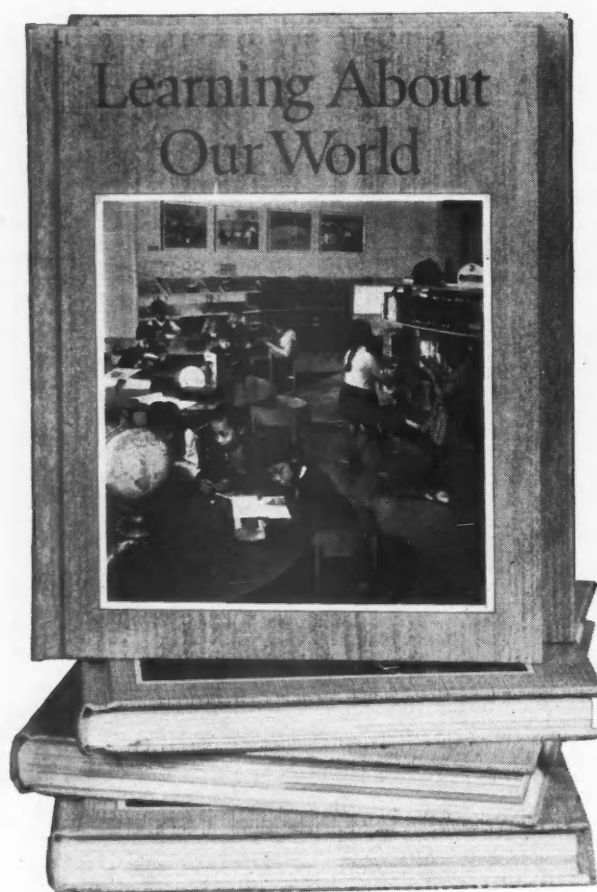
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Edited by S. H. Steinberg. Cloth, 1675 pp., \$9.50. St. Martin's Press, Inc., New York 10, N. Y.

This *Year-Book* now in its 79th edition, has been a standard world reference since the time of the Crimean War and the

American War between the states. It covers all of the countries in and out of the United Nations—790 separate national states. The facts which have been carefully authenticated are published independently, and the data are carried to the end of 1959. It is interesting to read the facts about the United States as a whole and about each of the 50 states. An outside view like the present makes clear many facts which we take for granted but which have world-wide significance.

The Kingdom of Heaven in Parables

By Franz M. Moschner; tr. by David Heimann. Cloth, 326 pp., \$4.75. B. Herder Book Co., St. Louis, Mo.

This book explains in detail the parables used by Our Lord to explain the most im-

portant doctrines of religion, and of life, and their relation to the Kingdom of Heaven. This kingdom was not merely the life of glory which we shall enjoy when Christ reigns over the saints in the beatific vision. This kingdom is also within each faithful follower of Christ who already has the kingdom within him. The book is magnificent material for reading and reflection by the serious seeker after the deep meaning of the seemingly simple illustrations which Christ used with divine effectiveness.

Retreat for Beginners

By Ronald Knox. Cloth, 230 pp., \$3.50. Sheed & Ward, New York, N. Y.

This book is a valuable addition to the growing collection of spiritual writings which Father Knox prepared in the course of his long life of work. It is simply the 22 talks he gave to a group of teenage school boys and follows in effect and in its own way the underlying theme of the Ignatian exercises. The language is disarmingly simple, but the meaning has all the depth of a fundamental consideration of the purpose of life and religion, of the problem of sin, of prayer, the Mass, vocation, Communion, death, and the world to come. Throughout these is insistence on personal religion and the interior life, of facing up on the dangers of life and of rendering God a loving service and a submissive love that leads to heaven.

Historical Library Available

The historical library of the late Bishop Laurence J. FitzSimon, Bishop of Amarillo, Tex., from 1941 until his death in 1958, has been made available to authors and scholars for research work. Bishop FitzSimon's library of 4000 books and almost as many pamphlets represents an attempt to collect all that had been published about Texas and the Southwest.

Understanding and Teaching the Dependent Retarded Child

By L. E. Rosenzweig and Julia Long. Cloth, 185 pp., \$4.25. Educational Publishing Corp., Darien, Conn.

While the objectives set up for the education of mentally retarded children are somewhat too limited, the practical, day-to-day procedures for developing self-help, social, vocational, academic, and motor skills are excellent. The recommendations for leisure and occupational activities are specific and based on experience.

Patterns of Administration in Catholic Colleges for Women in the United States

By Sister Mary Rosalia Flaherty, R.S.M., M.A. Paper, 118 pp., \$2. Catholic University of America Press, Washington, D. C.

This doctoral dissertation examines the present practices in the administration of Catholic women's colleges and recommends definite allocation of administrative functions to the religious board of trustees, the president, deans, treasurer, and the second line of executives. The author seems to hold to the position that the trustees shall have policy making and legislation functions only and that the president should be the executive and the liaison officer with the Order, etc. Laymen trustees are recommended for the special advice and help they can give in such matters as finances, fund raising, plant planning, and public relations.

(Continued on page 74)



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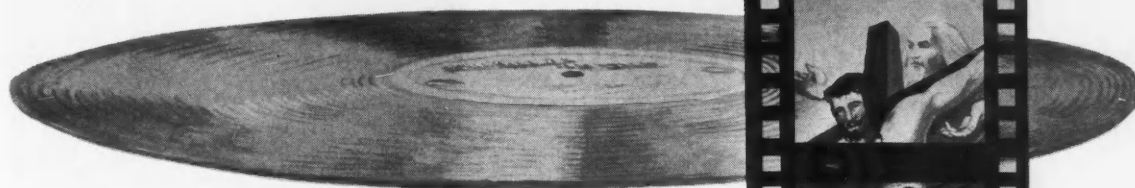
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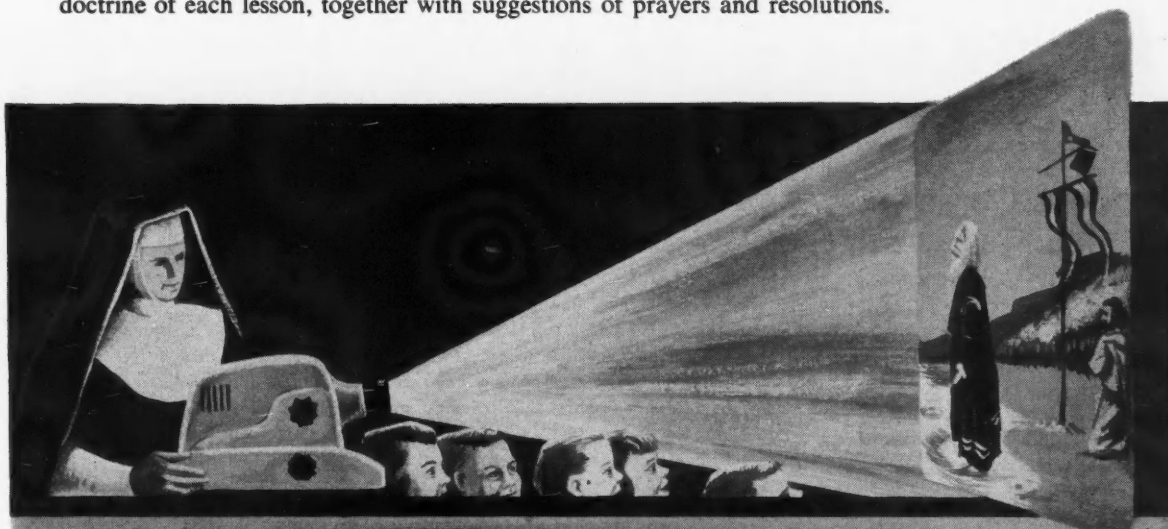
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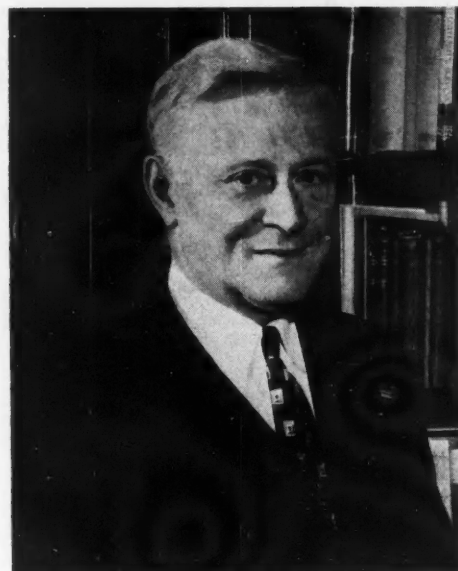
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EDWARD A. FITZPATRICK

A Memorial Tribute

by William M. Lamers, Ph.D.

Asst. Supt. of Schools, Milwaukee, Wis.



Edward A. Fitzpatrick, Ph.D., LL.D.
(1884-1960)

■ In the death of Edward A. Fitzpatrick, Catholic education in the United States—and probably throughout the world—suffered the loss of its most distinguished lay representative of the twentieth-century. Through the administrative posts he held, the pupils he taught, his editorial services, the larger audiences which he reached by his multitudinous writings, and his professional activities, he changed and shaped much of Catholic education at all levels, from the kindergarten through the graduate school and in many areas from the teaching of vocational subjects and skills to the teaching of theology. He was catholic in his educational interests, preoccupations, and services as he was Catholic in his loyalty and basic philosophy. And withal, in addition to making these substantial contributions in the field of his primary choice, he ranged widely and successfully in activities that form the happy burden of the distinguished citizen. As one looks at his record of achievements, one is tempted to say of him what Matthew Arnold said felicitously of Shakespeare: "O myriad minded."

* * * *

Edward Augustus Fitzpatrick was born in New York City, August 29, 1884, the eldest child of Thomas and Ellen (Radley) Fitzpatrick. His father and mother were second generation Irish in the United States. He knew nothing of his ancestry in Ireland. His father died early, and his mother remarried.

The little family—mother, stepfather, and four children—lived humbly among people of Irish descent in the teeming neighborhood that produced Al Smith. Brooklyn Bridge cast a shadow over it, and Fulton Fish Market was a landmark. Like many a child of poor immigrants, Ellen Fitzpatrick had little education herself. But she respected learning, and was determined that her oldest son, whose ability she early recognized, should get all of it he could. From her he acquired a hunger for books and education that became a lifelong, consuming drive. Even more precious and fundamental, from her and from the pastor of St. Theresa's Church, he gained a *feeling*

for Catholicism and a zeal for it. He was Catholic to the core, and while the intellectual side of his Catholicism matured slowly, the personal side was rooted deeply in a simple, sacramental approach. He lived his Catholicism long before he analyzed it, and he did not cease to live it. And the better part of it he learned on his knees.

A Self-Taught Catholic Philosopher

Strangely enough it seems, in the refinement of his religion, in his basic Catholic philosophy, he was largely self-taught. After a couple of weeks at St. James School, he was transferred to the public school, and from the elementary grades he moved through the public high school, graduating in three years, but receiving five years equivalency credit through taking the Regent's Review Examinations. He himself described his life during these years as "life of every ragamuffin child of poor parents on New York's lower East Side. It was a great democracy, this life of the streets, and it knew no law but that of excellence. You found your own level by what you were. It knew another law: the best defense was offense. For me in this maelstrom there is one figure who was its good genius: my mother."

While he did not distinguish himself as a student during his high school years, the faculty sized up the effervescent, blue-eyed young man with the remarkable talents, and recruited him into teaching, and in September, 1903, when he was less than a month beyond his nineteenth birthday, Edward A. Fitzpatrick joined the staff of Manhattan's Public School No. 147. This was the casting of the die. He remained in this position for five years, meanwhile enrolling in Columbia University. Dr. Fitzpatrick's profound understanding of the early roots of education dates largely from this period. Although his first assignment was to a self-contained elementary classroom, he soon became a teacher of English in a departmentalized swing. In 1906 he received both his bachelor's from Columbia, and a diploma in the teaching of English, from

As the CATHOLIC SCHOOL JOURNAL goes to press this month, we mourn the death of our editor. Dr. Edward A. Fitzpatrick, 76, died of a circulatory ailment in a Washington, D. C., hospital, on September 13, 1960. After a funeral Mass at St. Matthew's Cathedral, he was buried at Arlington National Cemetery.

For 31 years, Dr. Fitzpatrick edited the CATHOLIC SCHOOL JOURNAL. He served Catholic education well with his wise, piquant comments — and often unabashed criticism. His sparkling personality made him unforgettable: to his friends, he was a beloved "Fitz" . . . to others, a remembered teacher . . . a respected civic servant . . . but above all, a true Catholic intellectual.

Teachers' College. In 1907 he was awarded his master's degree from Columbia; and in 1911, his doctor's.

The conspicuous excellence of his teaching of literature soon brought new opportunities, and from 1908 through 1912 he was a member of the faculty of the New York High School of Commerce. He liked to tell how during this period a school inspector found him reading to his class, and the class laughing. Here was something new, startling, and good: a teacher who could read a humorous passage in the Roger De Coverley Papers and get a laugh. This was more than an exception. It was a phenomenon. Meanwhile such national figures in education as Dr. Edward L. Thorndike, Dr. Paul Monroe, Dr. Frederick Sykes, and others, were coming to know and respect the brilliant young graduate student, and when Mr. Fitzpatrick, resenting unprofessional practices, had a falling out with some of his superiors, in June, 1912, under impressive auspices he entered a new school in a new field, the Training School for Public Service. Thus by accident there was begun the dual career that Dr. Fitzpatrick followed for almost forty years. He was at one and the same time the professed educator and the professed public servant.

One of his first assignments brought him to Wisconsin to make a survey of Wisconsin rural schools. He expected to return to New York in eight weeks, but remained in Wisconsin for thirty-five years. In Madison he served with Dr. Charles McCarthy, legislative reference librarian, a pioneer in Public Service, friend of the great, confidant of Presidents, and a national and world-wide figure. McCarthy was a thinker, a doer, a reformer in the best sense of the term. Dr. Fitzpatrick said simply of his intimate association with McCarthy: "He encouraged me, guided me, and recommended me for every job that came his way." When the rural survey was completed, Dr. Fitzpatrick made a survey of Wisconsin normal schools. Next he prepared a manual on training for public service. Other assignments in public service followed. Finally, with the outbreak of World War I, Dr. McCarthy was appointed draft administrator of Wisconsin, with Dr. Fitzpatrick as his assistant. When Dr. McCarthy assumed other war duties, Dr. Fitzpatrick succeeded him in the selective service post, and as Major Fitzpatrick produced a selective service record in Wisconsin that was called "enviable." It was probably the outstanding record of its kind in the nation during World War I.

By now Dr. Fitzpatrick's achievements had brought him national prominence, and had gained him many admirers in high places in Wisconsin. It was no surprise then, when the office of Secretary of the Wisconsin State Board of Education

was vacated, that he should be selected for the post. The board, which had been created in 1915 to assist in co-ordinating and integrating the several educational functions of the state, was essentially a fact-finding body, with very little actual power.

However, Dr. Fitzpatrick entered upon his task with his customary zeal and thoroughness, and set out to discover what the facts were, and to bring them and his recommendations based on them to his board, the legislature, and the people. The facts he organized became matters of concern to budget-makers. He undertook surveys. He exposed abuses and duplications of function. He asked embarrassing questions, and demanded answers. Naturally in some quarters he grew unpopular, particularly with the leaders of educational agencies that were out-of-date, or functioning out-of-purpose. As a result, with a change of state administration, and despite its excellent work, the Wisconsin State Board of Education was abolished by the legislature on recommendation of the governor. The *Wisconsin State Journal* commented that, "Wisconsin has seen the political death penalty applied to those in its employ who put service above politics."

Foremost Catholic Educator

In June, 1923, Dr. Fitzpatrick left the service of the state, and after about a year in industry doing public relations work, in May, 1924, he became dean of the graduate school of Marquette University. He remained in this position for fifteen years. Dr. Fitzpatrick's activities as dean can scarcely be summarized in this brief notice. Suffice it to say that he took over a young, small graduate school—graduate studies at Marquette had been organized into a separate school only two years before his arrival—and developed it in staff, student body, standards, and productive scholarship to a position of respect in the world of graduate education. Meanwhile, he himself moved into a commanding position in Catholic and general education circles, whether as administrator, philosopher, teacher or editor—in 1929 he became editor of the CATHOLIC SCHOOL JOURNAL. During his years at Marquette he made his presence felt as a member of the university council, and not a little of the substantial growth that has made Marquette one of the great Catholic universities of the world—in spite of its youth—can be traced to Dr. Fitzpatrick's contributions. He also served as educational director of Marquette's college of hospital administration—the first of its kind in the world. Through these years he wrote and published constantly: books, pamphlets, periodical articles, editorials. While there is no definite bibliography of Dr. Fitzpatrick's publications, to

estimate them at more than 400 items seems conservative to one who began to list them. Such productivity, never achieved at the sacrifice of excellence and ranging over a wide field of subjects, was in itself a significant and stimulating educational resource made available by Dr. Fitzpatrick. "Imitation," said Dr. Holmes, "is the sincerest flattery." Dr. Fitzpatrick's example became motivation and a way of life for many of his pupils and admirers. He taught much simply by what he was.

Among his pupils and admirers were a group of six teaching nuns of the School Sisters of Notre Dame, whose mother house was then located in Milwaukee. For many years this order conducted a college for young women at Prairie du Chien, Wisconsin. Desiring to move their college to Milwaukee, and to guarantee that it would in every way be a first class institution, the order enrolled this group of nuns in Dr. Fitzpatrick's course in educational administration. As a result of the high respect these pupils gained for their teacher, when, in September, 1929, Mount Mary College opened its doors, Professor Fitzpatrick became Chancellor Fitzpatrick, and later President Fitzpatrick. For five years Dr. Fitzpatrick continued to serve both as dean of the Marquette graduate school and as president of Mount Mary College. From 1934 to his retirement in 1954, he confined himself to the latter post. Again, as at Marquette, his administration at Mount Mary was marked by the cult of excellence, and his contributions were many, varied, and notable.

The military services of Dr. Fitzpatrick can only be mentioned. From 1934 to 1942, he served as a lieutenant-colonel in the Special Reserves of the United States Army. As a colonel he was on active duty in the office of the Director of Selective Service from April, 1942, to August, 1945. He wrote much of the basic philosophy and administration implementation which became the Selective Service law and regulations for the United States during World War II. From June to September, 1946, he was a staff member of the Industrial College of the armed forces. — And these are only a sampling out of a dozen or more key assignments at the national level.

Recipient of Many Honors

A miscellany of other appointments, assignments, and honors may well suggest Dr. Fitzpatrick's industry, versatility, and achievements. At one time or another he was a member of the Advisory Board of the Industrial College of the Armed Forces, personal representative of the administrator of the United States Foreign Economic Administration on a mission to France, chairman of the Wisconsin State Recovery Board and N.R.A. Conciliation Board, winner of the *Modern Hospital* essay contest, and of the Sachs prize (\$1,000 for the best educational essay, Columbia University). He drafted the first minimum wage law for Wisconsin teachers, the Wisconsin educational bonus law (for World War I) veterans, the half-time school law for children in industry. He served for one term as president of the Association of Presidents and Deans of Wisconsin Colleges. He was member and officer of many learned societies.

Loyola University of New Orleans, Loyola University of Chicago, St. Louis University, St. Mary's College of San Francisco, St. Mary's College of Winona, and St. Norbert's College conferred honorary doctorates upon him. At LaSalle College, Philadelphia, the Brothers of the Christian Schools "affiliated" him, that is conferred on him an honorary membership in their society, a distinction granted to a few outstanding contributors to Catholic education. And on Dr. Fitzpatrick's retirement from Mount Mary College, Pope Pius XII bestowed

a special apostolic benediction upon him, for his "outstanding service" to Catholic education.

Dr. Fitzpatrick was married to Lillian V. Taylor. Mrs. Fitzpatrick and three of their five children survive him.

To the writer, whose privilege it was to know Dr. Fitzpatrick for more than a third of a century, to work with him intimately for sixteen years, and to gain the more personal insights that come from occasional shared moments of leisure, the public record, impressive though it is, seems a bald and fragmentary statement. It tells in partial fashion the external achievements of a brilliant man whose industry was such as to cram three or four lifetimes of tremendous, rich, rewarding, interesting activity into a single life. But he was something more than his record.

An Unashamed Intellectual

No one who knew Dr. Fitzpatrick — and while all his acquaintances respected him as a person and had regard for his integrity, not all took kindly to him or he to them — ever found him "ordinary." He had "effervescence." Those fortunate enough to call him teacher and mentor will never forget his delight in learning something new, his scorn for educational fraud and sham, his devastating dismissal of slipshod work. He had a way of asking questions that carried both sting and challenge, and of puncturing little knowledge with a barbed quip. He had small patience with lazy minds, and he put the goad to his own. His was a mental universe organized like a telephone switchboard. Somehow or other, by thinking, everything could be connected to everything else. He was an unashamed intellectual.

He never allowed himself to be without many tasks; never without preoccupations; never without pencil and paper for taking notes of ideas that came into his head in strange places and at odd times. He quoted Carlyle: "Produce, produce, were it but the pitifulest, infinitesimal portion of a fragment, produce it in God's name. 'Tis the best thou hast in thee. Out with it then." His prodigious output was partly the result of seizing time by the forelock. He enjoyed being busy, and he possessed a rare power of working, whether continuously or intermittently. "After my childhood," he once told the writer, "trying to study with three smaller children playing in the same room. I could concentrate in a boilershop." — And undoubtedly he could.

He could be tough, and the prospect of a fair fight brought a smile to his face and a glint to his eye. In this regard he was the knight errant, who entered the contest without asking the size or strength of his opponent. And yet he had the sensitivity of the troubador. When he read poetry to his class, his pupils enfolded the poetry with tapestried layer upon layer of new understandings. He lived and loved poetry, and read it with exquisite feeling and easy precision.

He kept his youth well and seemed not ageless, but perennially young. He was a large, handsome man, with the sharp profile of a matinee idol of yesterday, who kept his good carriage and fine figure to the end. Most characteristic of him was a shock of unruly brown, and then grey, and finally, white hair. His smile was easy and spread to his eyes. He laughed readily and often. To the last his manner was boyish, jesting. He loved people and society, and took life in stride. He will not die quickly or easily in the memory of his friends . . . or in their hearts . . . or prayers.

"The rest is silence. Now cracks a noble heart. Good night, sweet prince, and flights of angels sing thee to thy rest."

Requiescat in Pace. Amen.

Let's Improve Our Faculty Meetings

By Sister M. Alida, S.S.N.D.

Community Elementary Supervisor

Our Lady of Perpetual Help Convent, Roxbury 20, Mass.

■ Of all the supervisory techniques the most common and the most likely to be reluctantly tolerated or even resented by teachers, is the faculty meeting. With the rise of the principles of group dynamics and democratic supervision, many supervisors have tried to transform the teachers meeting into an opportunity for exploring problems together and sharing experiences. The administrator with the help of the faculty members should provide the leadership, stimulation, and motivation for developing a program of professional meetings to counteract this apathy

among teachers. Administrators must remember that cultural and educational leadership can be their greatest contribution to education.

Discussion By and For Teachers

Faculty meetings are either a device for administrative convenience or an important part of the school program which aims at the development of the professional staff and the improvement of instruction. In order to maintain a good school, the faculty must function as a group, composed of speakers and listeners, discussing school policies and

problems in a co-operative, friendly atmosphere. The success or failure of faculty meetings rests on the interchange of proposals, ideas, and suggestions. Jones states the following requisites for the successful administrator:

"First, he must know what good teaching is. Secondly, he must have his own philosophy of education clearly defined. Thirdly, he must be able to assist teachers to see how they can contribute to the solution of the problems being discussed. Fourthly, he must realize that teachers rely on him for help and he must be prepared to give them help. Fifthly, he must recognize that who-

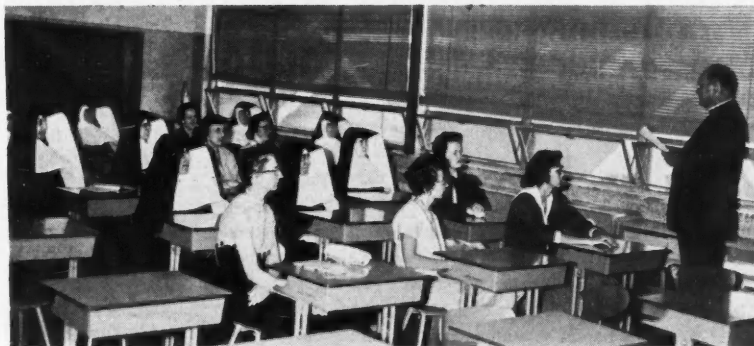


Photo from The School Sister of Notre Dame

At a faculty meeting, Sisters and lay teachers get pointers on teaching religion from their pastor.

ever, whether a member of the faculty or himself, conducts the meeting, it should be made a learning situation. It is not what he can do alone but rather what the faculty can do together. Sixthly, he must be a person who is able to take justifiable criticism and use it to an advantage. Lastly, he must be the type of individual in whom teachers have confidence as a leader and from whom are willing to take advice and suggestions. It is his duty to help teachers to grow and develop professionally through more effective faculty meetings.¹¹

Scheduling the Meetings

A vital factor—and one which will have tremendous weight as far as the faculty's enthusiasm and interest are concerned—is the scheduling of faculty meetings. They must be arranged in advance and held at a time suitable and convenient for the staff. The scheduling of meetings should be worked out in a framework that includes the assumption that faculty planning and policy formation are a part of the job and that gives the faculty a major portion of the decision as to the specific time for meetings. In discussing the problem of timing, Lewin has this to say:

"It is essential that the administrative staff and teachers convene frequently to maintain proper communication, as well as to discuss important issues, whether they be related to the curriculum, the improvement of teaching, or the handling of administrative problems. Some of these topics receive better consideration when they are the agenda for small groups, rather than large ones. It is also an established principle of group processes that participation is more satisfactory when group size is limited."¹²

Educators are unanimous in endorsing a pre-school meeting as an excellent means for establishing harmony and good will among teachers. All recognize that pre-school meetings are a time of professional growth, inspiration, and cultural advancement for the instructive, supervisory, and administrative staff of the city schools. This is especially advantageous for the beginning teacher, affording an opportunity to meet informally and socially thus establishing rapport with his fellow-workers. The success of this and future meetings is dependent not only upon the time schedule but also upon the

physical setting where the meetings take place. There is a definite need for pleasant surroundings, such as in the library or in some other room which has a flexible furniture arrangement.

Having set the stage for the meeting, it is suggested that a faculty meeting planning committee be democratically selected to draw up the agenda. This committee should rotate so that each member of the faculty has the opportunity to work on it intermittently. Items suggested for the agenda should be given to the chairman of the committee. In this way the agenda will be made up of those topics which the staff considers important and will be developed by the total staff. Prior to the time set for the meeting, the agenda should be made available to the teachers.

Problems for Discussion

Anderson suggests topics which are always in the forefront of any good system:

1. What about the gifted or superior child? Is he being neglected at the expense of our efforts on the slow learner?
2. A scientific study and report of drop-outs should be of extreme interest to teachers.
3. It is doubtful if many schools are taking full advantage of the use of visual aids in the presentation of subject matter. Many excellent films are available—even on classroom techniques.
4. The remedial and developmental reading program of the school should be sympathetically understood by the faculty.
5. The testing program with its availability and validity always needs attention.
6. The school philosophy and its objectives need constant emphasis so that no one will lose sight of the goal of education.¹³

These problems concern the entire group, and therefore, can readily be probed in a general meeting. The function of the principal is to create an atmosphere that is easy, yet business-like. He, or a chairman appointed by him, should guide the flow of the discussion, clarify questions, and keep the group on the topic. The most valuable function that the principal can perform is to summarize the discussion. Through

this process he gives order to the discussion.¹⁴

Encourage Teacher Participation

Thus we see that the faculty meeting belongs to the teachers. They can be creative sessions when there is maximum cooperation and participation by the total staff. Directives can be issued through bulletins rather than by turning the faculty meeting into an announcement session. Particular problems peculiar to smaller groups can be handled at grade-level meetings or departmental meetings. There are limitless possibilities for correlation of subject fields, for centering the school upon the child, and for learning about pupils. The admission that teachers can help in many areas and the recognition that they add to the wisdom of many decisions, thus helping themselves as professional people through their contributions, will elicit the sincere respect of the administration for the help which the teachers can give.¹⁵

We must be convinced of the vital part that the faculty meeting plays in the school program; we must be aware of the need that it fulfills. Then and only then will we co-operate to the fullest in keeping discussions on a constructive level, in striving for full teacher participation, in preventing triviality from taking over, in keeping the meeting moving, and in closing the meeting before the faculty loses zest. Wiles recommends the keeping of records:

"A permanent record should be kept of every meeting which includes the name of the group, date, meeting place, members present, members absent, problems discussed, suggestions made, problems referred, decisions reached, responsibilities accepted or assigned and plans for the next meeting. The record is essential for securing continuity of planning and avoiding waste of time through repetition. The planning committee of the faculty can use it as the basis for determining the phases of the program that need greater attention and the faculty-meeting agenda committee will find the record a source of guidance in assigning items priority at the next meeting."¹⁶

¹¹See Chester T. McNerney, *Educational Supervision* (New York: McGraw-Hill Book Company, 1951), p. 228.

¹²See T. Briggs and J. Justman, *Improving Instruction Through Supervision* (New York: Macmillan Company, 1952), p. 407.

Also Margaret E. Mann, "Faculty Meetings, Dead or Alive?" *Clearing House*, XXX, Nov., 1955, pp. 157-158.

¹⁴Kimball Wiles, *Supervision For Better Schools* (New York: Prentice-Hall, 1955), p. 165.

¹¹James J. Jones, Ed.D., "How Can We Improve Our Faculty Meetings?" *Educational Administration and Supervision*, XLII (Mar., 1956), 178-180.

¹²C. R. Lewin, "Approach To The Faculty Meeting Dilemma," *California Journal of Secondary Education*, XXXI (Dec., 1956), 455-456.

¹³H. H. Anderson, "How Can Faculty Meetings Be Made More Professional?" *National Association of Secondary School Principals Bulletin*, XL (Apr., 1956), 108-110.

Teamwork among students, faculty, and parents can help achieve that important, but elusive "school spirit"

How to achieve **SCHOOL MORALE?**

By Brother Paul A. Sibbing, S.M.

■ An army with high morale usually is a winning army; a school with high morale is a superior school. Evidence of high or low morale will be found in practically all activities, but morale is an essential factor in the successful and efficient operation of large groups. It is an elusive quality that sets the stage for doing the seemingly impossible; its absence causes an otherwise good individual or organization to flounder when the going becomes a little tough.

Morale does not develop by accident, and low morale also has its contributing causes. These varied causes affect the spirit of the human beings involved and, depending on the reaction, there is a raising or lowering of the level of effective work. What are some of the situations that influence the morale of members of a school staff?

The Principal and the Faculty

Research in industry and business has revealed that technical knowledge of the job is not the only factor in a workman's efficiency and success; his attitude toward the job may be more important than his skill. This attitude is compounded of his feelings towards his employers and his fellow workers, and their feelings toward him. The output of work, both in quantity and quality, soars or slumps, depending on the degree of harmony that prevails in the human relationships of these groups.

The same condition holds for a school and with even more force, because inert machines are replaced by living personalities, the children. Two basic factors fundamentally govern the harmony and happiness of people who work together: the desire of every individual to feel

important; and the almost equally strong desire to feel secure and at ease in his human relationships.

Thus, when growth and accomplishment are evident in a school, brought about by co-operative planning of administration and staff, there is a glow of satisfaction that encourages further endeavors. Natural and spontaneous expressions of appreciation and commendation further this fine feeling. Needless to say, the pat on the back is effective in both directions, because administrators, as well as teachers and the non-teaching help, are human. Failure to show appreciation when opportunity arises can very well smother morale; more deadly is the taking of credit for what another has done.

Morale involves a sense of belonging on the part of the individuals in the group. Teachers, and for that matter custodians also, like to have a hand in planning. Aside from the lift it gives them, asking their advice is a good administrative technique. It is a very effective means to gain good will, especially when an extra dash of work or when irritating situations are involved. The staff should know what is going on. There should be free and easy communication up and down the line of command. When teachers shrug their shoulders and wryly state, "We don't know what's going on," they are not "in" on the planning and it is quite evident that morale is at low ebb, or at least theirs is. And if the entire staff says the same thing, then the school is floundering.

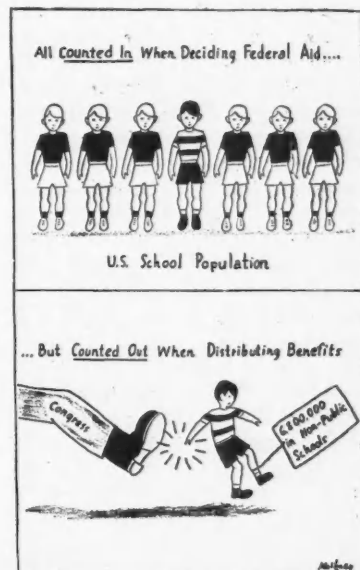
Plan Faculty Teamwork

Enthusiasm for the school can be engendered by other devices. New teach-

ers in the school will catch its enthusiasm if there is some sort of orientation. A faculty handbook or pre-school meetings can give them a feeling of security, a better professional outlook, an overview of the program, and acquaintance with the basic subject matter. Young teachers are greatly aided by planned observation of other teachers, demonstration teaching, and acquaintance with the teaching materials available. Regular planned faculty meetings are imperative if the spirit of the staff is to be maintained. Public relations must be held at a high plane to get the needed boost from the outside. Self-evaluation and co-operative curriculum planning must run like a thread through the fabric. Individuals should be given definite responsibilities within their authority and jurisdiction. Group responsibility, by way of departments and committees of various types, is very important to bring out the latent powers of individuals. Henry Ford maintained that there is no man living who cannot do more than he thinks he can; and high morale brings it out.

When everyone on the campus, from the chief administrative officer to the little yard boy, is not simply clicking off the hours; not merely doing a good technical job; but working to attain the highest objectives of the school—the temporal and eternal good of the precious charges confided to it—then we have MORALE spelled in capitals.

TAXED TO BOOT



— Maloney in The Tablet

Seminarians teach catechism at the experimental classes at Alverno College, Milwaukee. At top right is a two-way mirror by which the student priest may be observed by his instructors or superiors.



Preparing Competent Priest-Catechists

By Rev. Joseph T. Konkelt, M.A.

Instructor in Catechetics and Homiletics
St. Francis Seminary, Milwaukee, Wis.

■ In the interest of furthering the priest's role as instructor of religion, catechetical courses in our seminaries throughout the country have become more practical. Much of the change has been effected by the increasing need for priests as full time teachers of religion in our grade and high schools and also the need of priests as trainers of the lay teachers in the program of the Confraternity of Christian Doctrine. The vast school enrollment forcing great numbers of our Catholic children into public schools demands that the priest play the principal role in teaching religion. Time was when the priest occasionally visited the classroom: to give out report cards, to quiz the pupils on their readiness to receive the sacraments, to correct abuses, etc. Today many priests spend more time in the classroom than in the rectory. This is as it should be. It is for the work of teaching religion that he is ordained. He is the theologian in the parish, charged with the commission of teaching the truths of faith, especially to the young.

The vast body of knowledge acquired

through the study of the sacred sciences is a precious possession of the priest. At all times he must be eager to transmit, convey, and communicate the riches of this treasury acquired through long and anxious years of study. To guarantee a modicum of success in "handing on the faith" he must be professionally trained in the seminary for teaching. The priest-teacher has no greater work than forming the conscience of the child, molding his mind, building his character. Competency in performing this task, therefore, is of supreme importance. He must understand the child, know the vagaries of adolescent behavior, be a master of discipline, and above all, he must be a kind, gentle, and loving master. He must indeed be "father" to all.

Courses in Education Are Vital

Teachers, generally, find the bridge between theory and practice frustrating. Some never seem to manage a crossing; others spend wearisome years learning the hard way in the school of experience where the tuition is often excessively high. For the priest-teacher every-

thing is at stake. His very vocation is involved. For the priest to refuse the work of catechizing, purposely to neglect the instruction of the young because of ineptitude or indolence, constitutes a condemnation at once serious and frightening. The seminary, therefore, must do everything possible to make the student "teacher-conscious," to make him love the work by training him adequately in the great art of teaching. In fact, everything taught in every course should be taught with this objective in mind. This is especially true of the education courses. In educational psychology the student must be made to view teaching professionally. This course offers limitless possibilities for exploring the whole business of teaching and learning, all geared to meet the situations to be encountered in later years as catechist. Child and adolescent psychology must not be chapters in a book to be covered, but must themselves become subjects to be pursued throughout the remaining years of study in the seminary. As a curate, the priest works chiefly with the young. While he prepares for this work in the seminary

he must be encouraged to learn all he possibly can about the mind and manners of the child and adolescent. Much of this learning should be obtained first-hand through supervised practice teaching experience. Unless this practice accompany the theory, there is little reason to hope for intelligent teaching once the student is ordained.

In the history of education course wonderful opportunities abound for the future teacher of religion. Special stress should be placed on those educators whose genius shines brilliantly in the field of religious education. A study of the eminent catechists and educators from St. Augustine to the most recent theorist should furnish the student with a knowledge and background that will serve admirably to equip him for his work. Vives, Dupanloup, Fenelon, Comenius, St. John Baptist de LaSalle, Vittorino da Feltre: the contribution made by these men to the teacher of religion is so rich that it would be a sin, educationally, to have only a cursory acquaintance with their works.

The best place in the curriculum for the theory of catechetics is in the first year of theology, and this for some solid reasons. The student privileged to catechize during the summer vacation, (as is done in many dioceses) has the advantage of having had the theory of catechetics early enough to aid him in his summer assignment. Also, the student studying theory can see it translated into practice as he observes the men in their final year of theology actually teach. It proves effective to use the students of theory as critics of these teachers. This plan has been followed by our seminary for the past five years, thanks to the generous co-operation of the School Sisters of St. Francis who have aided us immeasurably in furthering our teacher-training course at their Alverno College Elementary School. This program has made a vast difference in the quality of teaching done by our priest-catechists in the parishes where they labor. At this experimental school the Sisters are experts, and their written criticisms form an integral part of our seminary's teacher-training course.

Integrated Activity Method

Father Joseph Collins, SS., and his staff at the Catholic University of America, have designed a method, a procedure which seems best suited to meet the needs of our times. Their Integrated Activity Method, explained adequately in Father Collins' book *Teaching Religion: an Introduction to Catechetics*,

has great merit. It contains the best elements formulated by renowned catechists and educators throughout the centuries. This procedure

"... incorporates the basic elements of the Munich Method together with pupil activity by means of assimilation exercises, pupil-centered techniques which have stood the test of modern classroom experience. The Integrated Activity Method may be used as a general teaching procedure for classes in catechism, Bible and Church history, or in any other subject found in the religion course, whether on the elementary, secondary, or college level."¹

A thorough study of the steps of this method, viz., preparation, presentation, explanation, application, assimilation exercises, and organized recitation, assures order and definiteness in planning a lesson. The first three steps are mainly teacher-centered procedures. Student participation is secured by the remaining three steps. Each step contains excellent elements to gain and hold the attention and interest of the pupils. All-embracing though the method is, mastery of even one step lifts the catechist above the mediocre teacher and registers effects bound to give confidence to the novice teacher. Classroom situations may demand adaptations or omissions, but these stages in teaching and learning are vital to intelligent classroom procedure.

Plan and Outline the Lesson

No one knows better than the pupil when a teacher is unprepared. For the priest to walk into a classroom, grab a catechism from one of the pupils, ask what he is studying, and proceed to examine the pupil on matter the priest should have first explained is the poorest type of teaching. In fact, it is not teaching at all. The priest is the authority in religion. His remote preparation has taken many years. But it is the proximate preparation that is all important. As in most cases, if the priest is part-time instructor he must co-operate with the Sister, learning in advance what matter is to be covered over a designated period. The priest, not the Sister, is to explain, reveal the truths to be learned. Now, nothing gives more satisfying evidence of a prepared lesson than a lesson plan—some sort of outline placed on the board at the beginning of class. This outline need not, in fact should not, be detailed. Key words or phrases often suffice. Informing pupils immediately of the objective of a particular lesson has a satisfying effect.

¹Joseph B. Collins, S.S., *Teaching Religion*, Bruce, p. 122.

The outline, too, keeps the catechist from mental blackouts and time wasting "non-ad-rem's." In this initial stage motivation must be stressed. The pupil wants to know why he is learning a particular truth, what it will mean to him personally. Also in this initial stage difficult terminology will be translated, —the outline serving also as a word study.

Use Visual Aids

In presenting the matter for study, concrete, tangible, sensible aids are brought forth to materialize the abstractions bound to form the vehicle of expression in the explanation, the most important step in catechizing. If any one factor has made for the better teaching of religion it is the intelligent use of visual aids. We emphasize the word *intelligent*, because inexpertly used, nothing can prove a greater waste of time. The course in catechetics must include not only an acquaintance with the material available but also a training in its proper use. If the instruction of the priest-catechist is to command attention it must, as Pius XII observed, "be marked by vividness and enthusiasm, be rich in imaginative appeal, amply illustrated with examples, and furnished with suitable comparisons."² Father Cassidy convincingly describes it,

"... contains elements that show a complete mastery of the laws of learning. . . . He applied the principle of apperception which is basic to teaching efficiency. A large part of teaching is perception building. The methods of instruction used by Christ were admirably adapted to the previous knowledge and experience of His hearers. . . . His discourses abound in parables which make reference to familiar experiences of farmers, shepherds, fishermen, and the people generally. His concrete illustrations and examples drawn from simple phases of nature—the mustard seed, the tree and its fruit, the lilies of the field, the birds of the air, the sheepfold, the draught of fishes—correlate His sublime doctrine with the previous knowledge of His audience and provide for its retention."³

The intelligent use of visual aids goes far in approximating the ideal set by Christ, the Master Teacher. If we teach by analogy ("The kingdom of heaven is like . . .") then we employ the great principle of apperception. New material is taught in terms of previously acquired knowledge; from the concrete we

²Pius XII Address to Catechists at the International Catechetical Congress, Rome, 1950.

Our Lord's teaching procedure, as

³Rev. Frank P. Cassidy, *Molders of the Medieval Mind*, Herder, 1944, p. 27.

come to understand the abstract; from the particular we easily learn to apprehend the universal.

The novice teacher too often depends too heavily on visual aids. In teaching religion the appeal must be primarily to the intellect to bring about understanding and comprehension. Grant that this knowledge comes chiefly through the senses, no picture, no story, no recording, nor any device the ingenuity of the teacher can invent, will ever teach the lesson. An aid is an aid and nothing more. The exposition of the truth, the careful explanation of the dogma by the catechist is, and has always been, the most important factor in teaching religion. But this explanation must never take on the nature of a lecture, an uninterrupted flow of words consuming the religion period. The child's attention span is discouragingly short. He does not hear half of what the catechist says. To mind, comes the pupil's complaint:

*I have five senses you must reach,
If I'm to learn, and you're to teach;
With taste, touch, smell and sight
so clear,
Must I receive all sense by ear?*

Illustrate With Stories

The most enchanting and beguiling phrase in any language is "once upon a time." There is no surer way to capture the attention of the pupil, no more effective means of holding the mind enthralled than through storytelling. Wise teachers have realized the story's great power to build character, to inculcate truth, to furnish noble motives for virtuous living, and to encourage high-mindedness in the pursuit of ideals. Teachers of religion especially ought to realize the tremendous possibilities inherent in the story as a powerful medium to accomplish their objective, the sanctification of the souls committed to their trust. Christ was the world's greatest teacher. His use of the story form in teaching was so constant that His Name has been identified with the parable, a form of story. Following the Master, the teaching Church from Apostolic times has used the story method in teaching the truths of faith to her children. Recall St. Augustine's words found in his excellent catechetical treatise *De Catechizandis Rudibus*: "The Bible, from the creation to the consummation, must be the material in catechization." The stories of the Bible please the child; they suit his tastes. Where will you find greater tales of adventure, more exquisite idylls, more arresting ballads, more sublime annals of high purpose and noble achievement

than in the Bible? Why perpetuate the fabrication of man, as found in the library of child literature, when the truths of God can be given in stories powerful in plot, fascinating in character, and beautiful in setting, as found in the Bible? John Ruskin once observed that the Bible would be pre-eminently the child's book even though it had no religious value above other books. The Bible story must form an integral part of every religious instruction. Speech classes in the seminary should be used to teach the difficult art of storytelling. It takes years to gain proficiency in this art.

The story is a form of entertainment, probably because of its very nature. Some may fear lest its entertainment value outweigh its instructional value. It will not do to turn the classroom into a showroom, to amuse instead of to instruct, some naively reason. Some teachers frown upon certain visual aids in teaching because the pupils appear to be having a pleasant time of it. And why should they not? Teachers can learn much from the entertainment world, as to effective ways of gaining interest and imparting knowledge. Why should we take the joy out of religion, as we certainly do when we curtail or rule out the entertainment quality which, for the child, is such a necessary element in learning? If we are interested in forming right attitudes, we ought not impede our effort by ignoring the immense values inherent in learning through amusement. If the child learns more out of school than in the classroom, perhaps we had better examine our efforts more closely.

Use the Chalkboard

A good catechist uses the chalkboard continually. Children have great powers of imagination and take real delight in watching the creative hand of the teacher give life to his expression of religious truths. Everybody can draw. No matter how crude the attempt, the charity of the children accepts our meanest efforts as their fertile imaginations fill in what is wanting artistically. The chalkboard remains the most inexpensive, versatile, and effective visual aid at the catechist's disposal. Even though it may seem like a kindergarten exercise, the student must learn in the catechetics course to draw limitless objects so that later his teaching will be marked by a vividness and definiteness as he attempts to concretize the abstract. Filmstrips are good; colored pictures are excellent; recordings are effective. Often these aids are too ex-

pensive or too time consuming in their use. Hence the chalkboard remains for all practical purposes the best aid for communicating effectively the knowledge of the faith to the child.

Learn to Teach Adolescents

Finally, a word is in order on the need for preparing the priest-catechist for his work with the high schooler. Many curates are assigned to part-time teaching in our Catholic high schools. Most of them in their respective parishes are in charge of the program of instruction of the students attending public high school. This latter work proves a bugbear to many, even though some may have lay teachers assisting them. Though the seminary course in catechetics touches on the teaching procedures to be followed with the high school group, practically no training is given for this specialized work. Some organized program should be planned to meet this need if we are to help the youngsters during their difficult years. The program of the Catholic Youth Organization succeeds in many ways, especially in keeping the youth of a parish in touch with parish life and activity. But it is in the actual religious instruction of these adolescents where improvement is needed. Again, it is the priest who plays the principal role in this work. To be competent he needs to be trained.

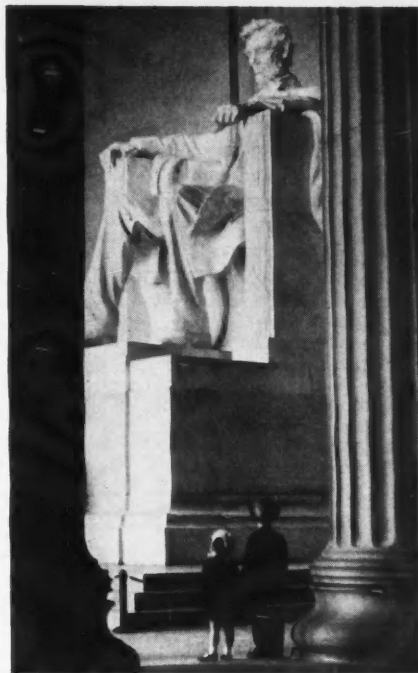
Though the seminary curriculum is overburdened, much can be realized in the education courses and in catechetics (as has been indicated) to help the student by getting him mentally set to later meet the challenges inevitably present in the high school religion class. On his own, too, the student in his final years of theology should find opportunity to observe the high school teacher at work, whenever and wherever possible. But even all this is too meager a preparation. Perhaps the best solution would be to have the young priests meet several times each year for the very purpose of exchanging ideas and experiences encountered in their work, and to call in experts, professionals from universities and high schools, to present papers on the subject of teaching the high schooler, with ample time set aside for questioning and discussion. Too, the priest-catechist should be encouraged to attend education conventions and catechetical congresses whenever possible. Best of all, the priest-catechists should have their own convention annually. Then, likely, we would find ourselves achieving competency in teaching religion.

Educating for American Citizenship

An Address at Alverno College, Milwaukee, Wis., July 31, 1960.

By Edward A. Fitzpatrick, Ph.D.

Editor of the *Catholic School Journal*



Lincoln Memorial

■ I am glad of this opportunity to talk to you, who have been preparing yourself to meet your responsibilities with more knowledge, more insight, and even deeper dedication. I would like to talk to you about some of these responsibilities which are critical at this time for our country's welfare. It is the education for citizenship here and now. In their 1950 statement, the Hierarchy of the United States said that we were citizens of two worlds. They pointed out that the child belongs to this world surely, but "his first and highest allegiance is to the Kingdom of God." And naturally and necessarily the Bishops' emphasis was on the life with God in eternity, and religion as a principle of integration which would develop a sense of God, a sense of direction, a sense of responsibility, and a sense of mission.

The Child as Citizen of the World

Today I would like to consider the child as a citizen of this world, and in this year of political conventions and of a presidential election, to talk about the child as an American citizen, his political responsibilities on the high level of a controlling moral law. And I shall always have in the background of the discussion that humanity is higher than

citizenship in the scale of values and broader in its obligations.

Religion and Politics in the Open

In this critical political year, religion has been happily brought into the open, and the discussion has had a purgative and transforming effect on prejudice, misunderstanding, and misinterpretation and has released great human forces for greater social co-operation in the future. Apart from the effect on any candidates, what is opening up is the possibility of a fuller recognition of moral and religious principles in government and in our political life instead of being a cheap game for advantage, for contracts, with its concomitant payola, private gain, and administrative absolutism.

American Citizenship in a Christian Framework

Yours is a high responsibility in training children for American citizenship in a Christian framework. It is no routine task, no restatement of textbook platitudes, no answer to true and false tests about mere facts. The teaching of religion must be less imitative of the knowledge objectives of secular methods, and the teaching of secular subjects, including training for citizenship, must be more kerygmatic, resulting in

a conversion of heart, and a personal commitment intellectually. It is a matter of dedication on your part, a thing of the spirit, using knowledge for human welfare, and to make the Catholic child a worthy American citizen, dedicated to our country, co-operating with all citizens without reference to race, color, nationality, or religion, emphasizing the eternal moral principle in the temporal political life, and working daily for a greater United States of America.

Religion in Public Life in Earlier Times

Unfortunately there has been a tragic misunderstanding about the Christian's place in the contemporary life from the very beginning of Christianity. In the Encyclical on Christian Education, Pope Pius XI noted that, even in the third century, charges based on ignorance and prejudice against the participation in social life by Christians were made by cultivated pagans which were answered by Tertullian. And the Pope formulated the answer for all time:

"The true Christian does not renounce the activities of this life, he does not stunt his natural faculties; but he develops and perfects them, by co-ordinating them with the supernatural. He thus ennobles what is merely natural in life and secures for it new strength in the material and temporal order, no

less than in the spiritual and eternal." The Encyclical quoted sixteenth-century Cardinal Silvio Antoniano who says more specifically than Tertullian, that the Church forming the good Christians by spiritual means helps "to form the good citizens and prepares them to meet their obligations as members of civil society," and in the Church's view "the good citizen and the upright man are absolutely one and the same thing." And the Cardinal adds:

"How grave therefore is the error of those who separate things so closely united, and who think that they can produce good citizens by ways and methods other than those which make for the formation of good Christians. For, let human prudence say what it likes and reason as it pleases, it is impossible to produce true temporal peace and tranquillity by things repugnant or opposed to the peace and happiness of eternity."

The Catholic Spirit and the U.S.A.

It is amazing the attitude toward Catholics in our Colonial legislation of which there is no need to refer now, nor to the Maryland statute of religious toleration. This attitude continued during the national period, but at least legally the first amendment to the Constitution improved the situation. The fine American spirit of the first American bishop, John Carroll, helped greatly — and it should be noted he was asked by Congress to represent the United States in negotiations with Canada in 1776. Expression of the true spirit of Catholicism in the formative period of American Catholicism is made in the decrees and pastorals of the Baltimore Councils. From those of the first national synod in 1791 to those of the great Third Plenary Council of Baltimore in 1884, they breathe the purest patriotism. I choose not a great statement of the 1884 Pastoral but the earlier statement of 1843:

"Your strict integrity in the daily concerns of life, your fidelity in the fulfillment of all engagements, your peaceful demeanour, your obedience to the laws, your respect for the public functionaries, your unaffected exercise of charity in the many occasions which the miseries and sufferings of our fellow-men present; in fine, your sincere virtue will confound those vain men whose ingenuity and industry are exerted to cast suspicion on our principles, and evoke against us all the worst passions of human nature. Let then, your entire deportment be good, 'that whereas they speak against you as evil doers, considering you by your good day of visitation. For so is the will of works, they may glorify God in the God, that by doing well you may put

to silence the ignorance of foolish men.'"

What Education for Citizenship Means

Long speeches are never palatable, so I present in summary form a conception of the ideal of American citizenship in a Christian framework that should inspire your effort, namely:

1. A citizenship that puts the public interest above the lesser interest of advantage for occupations, for denominations or neighborhoods, for merely personal gain, or for political faction or party.

2. A citizenship, alert, informed on the facts and principles of the American way of life, accepting as the key word responsibility — personal responsibility.

3. A citizenship that accepts social co-operation outside the sphere of government as an opportunity for public service, and encourages the resorption of governmental power by the community.

4. A citizenship informed not only on the externals of government, but also on its actual operation, opposing every type of bureaucratic red tape, wasteful

Prize Winning Picture by High School Girl

The photograph on page 31 of the awe-inspiring Lincoln Memorial in Washington, D. C., won the \$400 grand award in the senior division of the 1960 Kodak High School Photo Contest.

The prize-winning photographer is Susan Finkelstein, 16, of Woonsocket (R. I.) Senior High School. The nationwide contest is sponsored annually by Eastman Kodak Co. This year awards totalled \$11,750.

expansion of personnel in empire building, featherbedding, and sinecures as political rewards, and all of those venal and personal aspects of government, i.e., payola in all its forms of illicit perquisites affecting independence and honesty of judgment.

5. A citizenship critical of appointments to public office solely on the basis of campaign contributions, a citizenship favoring a nonpolitical constructive Civil Service not only providing careers for the competent but avoiding promotions and careers for the incompetent or hangers-on.

6. A citizenship with great faith in the judicial process when it is informed, courageous, and independent, when it gives expression to the reasoned judg-

ment rather than the will of judges as the *Federalist* pointed out at the time of the birth of the nation, when it is based on law rather than sociological dicta, and when it will itself help develop a more orderly and restrained form of social revolution than judge-made law.

7. A citizenship which regards the legislature as the primary and basic safeguard, conservator, and promoter of the public welfare, and whose membership is made up of men whose vision is broader than their district or their party, and who are more concerned about the public welfare than re-election, and who are not forever seeking some new thing for publicity or legislation or for spending the people's taxes.

The American Spirit in Government

And how shall we describe the government which good citizenship will help create and support? It will be a government of laws instead of men, a government of service instead of power, a responsible and responsive government instead of an administrative absolutism, a government responsive to informed citizenship and cultivating a citizenship of individuals of a high degree of self-government in their own and their public life, a government of public servants who are servants of the best in citizenship cultivating individual self-government.

The America Catholics Love

As a result we want to see an America in which America is singing:

"Singing with open mouths their strong melodious songs."

It will be a beautiful land whose continuing prayer will be

*"God shed his grace on thee
And crown thy good with brotherhood
From sea to shining sea!"*¹

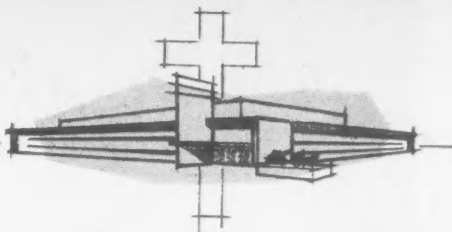
And the song of this land of the free and the home of the brave, with liberty and justice for all will be

*"Our fathers' God — to Thee,
Author of liberty,
To Thee we sing:
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King."*

Prayer for Public Officials

In conclusion let us offer the prayer of our first bishop — Bishop Carroll — who in the first years of our nation composed the prayer for public officials which is to be found in our prayer books and missals.

¹"America the Beautiful" by Katherine Lee Bates.



MODERN TRENDS

IN HIGH SCHOOL CHEMISTRY

By Rev. George R. Follen, S.J.

St. Ignatius High School, Cleveland 13, Ohio

■ It has been my privilege to meet with and talk to hundreds of high-school teachers of chemistry from all sections of the country. I have yet to find one whose main ambition in the classroom is to be an entertainer, a raconteur, or a catalog. Chemistry teachers are, always have been, and always will be *educators*, men and women of high purpose, deeply devoted to bringing truth to eager young minds. They have no ambition to be merely reporters of facts and information.

Surely chemistry today is a science. The astonishing array of products from bubble gum to penicillin, from nylon clothing to rocket fuels witness the progress of chemistry from the days when Lavoisier stoked his charcoal heater in the Twelve Day Experiment. The centuries of alchemy witnessed man's feeble attempts to conquer matter and change it to his wishes. It was only when men ceased trying to change base metals into gold and examined familiar substances around them that men did indeed learn to master matter and force it to change into new products at their bidding.

Astonishing Progress of Chemistry

Of all the physical sciences known today, it is safe to say that chemistry is the most advanced. While physicists struggle to discover a unified theory to correlate their encyclopedic knowledge, chemists serenely venture into worlds of which no one dreamed twenty years ago, safe in the knowledge that their efforts are certain of success. Who would have dreamed twenty years ago that chlorophyll would be synthesized, that elementary proteins would be made right in the laboratory, and more astonishing still, that new species of viruses could be synthesized in the

chemists' test tubes? The door to one of the most exciting eras in all human history is beginning to open. It seems certain that, within twenty years, carbohydrates, fats, and proteins, perhaps living matter itself, will be manufactured in factories instead of in the fields.

How amazing to know that the synthesis of chlorophyll, the production of new (and perhaps beneficial) viruses, the manufacture of new medicines, perfumes, dyes, and metals, are but applications of the same principles as the production of oxygen at the student's laboratory desk! How amazing to know that water is a liquid for the same reason that rubber is solid, that the hydrogen generated in the student's simple laboratory apparatus is the stuff of which stars and planets are made!

High Schools Lag in Chemistry

The pity of it is that few high school students indeed are being taught the exciting science of modern chemistry. Yet if high school chemistry is not apace with modern chemistry, the fault cannot always be laid to the chemistry teacher. Dr. Donald B. Summer, one of the collaborators on the *Encyclopaedia Britannica Films* for high school chemistry, in a recent article offered the following tragic facts:

1. Not one chemistry text known to be in print (1954 or later) covers more than 13 per cent of the matter covered in a modern high school course.
2. Approximately 30 per cent of the content of an up-to-date course is presented in a way different from that of the texts.
3. Another 13 per cent of the content of a modern course is either not presented at all, or presented far too sketchily.

The approach to chemistry in high school texts seems to be falling far behind our present-day concepts. The high school teacher of chemistry who has neither the time nor the energy to keep up to date has to rely on his text to provide the student with the basic facts. These so-called "facts" are often false, or at least misleading; theories are presented that are outdated; and study material has been watered down. . . . Let us ask ourselves "what are we as individuals doing about the antiquity of information in current high school texts of chemistry and in bringing ourselves up to date?"¹

Objectives in Teaching Chemistry

Scientists and educators alike deplore the gap between modern chemistry and the course being taught in most high schools today. Recently a committee of chemists, members of the New York section of the American Chemical Society, reporting to the director of science in the New York public schools, outlined what it considers the objectives of a high-level course in high school chemistry. They are:

1. To improve students' ability to think critically and analytically.
2. To provide beginning proficiency in using the language, symbolism, and quantitative relationships in chemistry.
3. To provide an appreciation of the methods of science. Laboratory experiments should be designed to emphasize individual experiment.

And on textbooks the committee recommends no edition if it is more than five years old.²

That research chemistry has made such brilliant progress is no accident.

¹*Journal of Chemistry Education*, Vol. 37, No. 5 (Easton, Pa., 1960), p. 263.

²*Chemical and Engineering News*, Vol. 38, No. 27, July 4, 1960, p. 21.



Father George R. Follen, S.J., the author.

It stems precisely from the fact that modern chemistry is a science, well organized and well equipped. First, chemistry has an all-extensive, well-organized and experimentally tested theory of the structure and changes in matter—the atomic theory in its broadest aspects. Second, chemistry has an exact language to express its concepts—the language of symbols, formulas, equations, and chemical laws. Third, chemistry has an organized method of attacking and solving new problems—the scientific method. Research chemists constantly operate in this framework. An up-to-date chemistry course should, from the very outset, present chemistry in the framework of this magnificent organization.

Perhaps some specific ideas may illustrate. All of chemistry can in broad outline be divided into things and events. The things are the individual systems of matter, either of one phase or many phases. The events are the changes in matter, whether chemical or physical.

Systems of Matter

Modern chemistry classifies matter into individual systems of matter—a lump of sulfur, a beaker of sulfuric acid, a bottle of hydrogen sulfide. Systems are either homogeneous (one phase) or heterogeneous (many phased). Thus any system can be studied and classified into the phases which compose it, whether these phases be elements, compounds, or mixtures. Chemists then may distinguish exactly among the solid phase, the liquid phase, various solution phases, and the gas phase.

Having clearly distinguished among the various phases, we can then study the structure of any phase; for all properties, whether physical or chemi-

cal, derive ultimately from the structure of any phase. Physical properties (state, hardness, fluidity, electric and optical conductivity, color, etc.) stem from aggregates of molecules. Chemical properties derive from the structure both of the aggregate and of the molecules which compose the aggregate.

Basic to all ideas of structure is *atomic structure*, for atoms are the building blocks of chemistry. The development of chemistry has been paced by atomic models, from Democritus to the present. No model is all-inclusive in its description of nature. Each has been developed by creative thought on the basis of experiment. Dalton's hard, indivisible atoms failed to explain chemical bonding; Rutherford's model failed to account for radiation; G. N. Lewis' model is too static; Bohr's model failed to account for bond directions; Schrodinger and Dirac's is inexact; Heisenberg's is limited to specific problems.

What Is an Atom?

Modern trends are away from trying to construct a model which can be visualized. An atom is a more or less stable and enduring entity, composed of a nucleus surrounded by an extra-nuclear electron field. If by some magic we could enter an atom and proceed outward from its nucleus, we should encounter areas here and there where electron density is greater than in other areas, much as the rain during an extended rainstorm falls more densely in some areas than in other areas. Since electrons do circulate very rapidly in the electron field, the entire field is fluid. The scattered areas where electrons are most dense cannot be located exactly in this fluid field. It is necessary therefore to apply probabilities. In some areas of the atom exists a higher prob-

ability of finding electrons than in other areas. Areas of high electron probability (filled energy levels and sublevels) and areas of low electron probability (unfilled levels and sublevels) account for the chemical activity of atoms.

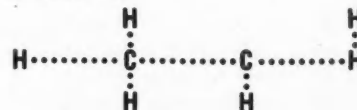
To understand atomic structure then, modern chemistry does not try to picture any model. It sorts out electrons according to probabilities. Areas are blocked off according to the probability of finding more or less electrons in these areas. And electrons themselves are sorted out according to the probability each one has of possessing high or low energy. Those electrons of high energy probability are active; those areas rich or poor in electrons are also active chemically. Though such descriptions leave little for the imagination, they do fit the experimental facts. And any model is useful in so far as it explains facts.

Molecules are made from atoms. Molecular structure then must include not only atomic structure, but the chemical bonds which bind atoms together into a stable entity called a molecule. It is most important that chemical bonds—what they are, how formed, how broken, what characteristics they confer—be understood. Chemical change viewed in its simplest terms is but the making and breaking of chemical bonds.

An understanding of chemical bonds and the properties each type confers wipes out the antiquated distinction between organic and inorganic chemistry. The distinction between typically inorganic compounds (ionic compounds) and typically organic compounds (covalent compounds) is largely a matter of electron distribution in the bonds between atoms. And aluminum chloride:



is just as surely a covalent compound as is ethane:



and water molecules polymerize just as surely as do molecules of vinyl plastic.

Chemical Bonds

Modern high school chemistry, therefore, strongly emphasizes chemical bonds—what they are, how formed, and what properties they confer. Indeed, Dr. L. E. Strong of Earlham College

is working under a National Science Foundation grant to organize a course in high school chemistry around the chemical bond.³

The behavior and properties of any phase thus are related to the structure of that phase. Gases are understood in terms of the Kinetic Molecular Theory modernized by the concept of intermolecular bonding; solids in terms of molecular structure, bonding, and crystal structure. Thus the broad understanding of the atomic theory unifies and explains chemical things.

Chemical Changes

Chemical events (chemical changes) too are unified in the atomic theory. The interaction of molecules depends on their structure, the relative stability (bond type and bond strength), and the energy they possess. A sound basis for chemical valence and chemical activity can be found only in an accurate knowledge of atomic and molecular structure.

Modern chemistry makes use of electronegativity tables in order to predict the behavior of chemical reactants. Electronegativity tables enable chemists to predict in what direction a given chemical reaction proceeds, and what type of compounds result. Two different tables are commonly used: one designed by Linus Pauling, the other by T. S. Sanderson. Such tables bring out quantitative relationships in chemical reactions. Electrochemical potential tables also bring out quantitative relationships. For this reason they too are coming into greater use in modern high school teaching.

Atomic, ionic, and molecular geometry are coming into prominence. Atomic size, ionic size and configuration, molecular size and configuration greatly influence the properties and behavior of matter. A very simple problem illustrates this idea. Why does nitrogen form no stable oxy-acids higher than HNO_3 , whereas phosphorus forms a stable H_3PO_4 , and arsenic, also a member of Group V, forms a stable H_3AsO_4 ? The answer lies mainly in the geometry of the nitrogen atom. It is too small in size to crowd four oxygen atoms around it.

Equilibrium Systems

Reaction rates (chemical kinetics) are receiving some attention, though not nearly so much as equilibrium systems. In effect any reacting system is an equilibrium system, provided the

reactants and products are kept in contact with one another. Those reactions which "go to completion" are ones whose equilibrium constant is exceptionally large. An understanding of equilibrium brings out the factors which control reactions and the difference between the rate of reaction and extent of a reaction. For the better students, equilibrium is treated quantitatively as well as qualitatively.

Reaction types too are more accurately described. A reaction between hydronium ions and hydroxyl ions is viewed as a proton transfer reaction, while a reaction between hydronium ions and a metal is an electron transfer reaction. Thus the mechanism of acid-base reactions is emphasized. Most modern courses use the Brønsted concept of acids. In no text, to my knowledge, is the Lewis concept mentioned. (Possibly because it is very confusing. If one follows the Lewis definition of acids strictly, hydrochloric acid, sulfuric acid, and other common reagent acids are not acids at all. To say the least, it is confusing to a student to pick up a bottle labeled hydrochloric acid and then be told, "this is no acid at all.")

Complex ions such as the $\text{Al}(\text{OH})_4^-$ ion, useful in explaining many reaction mechanisms are part of an up-to-date course. So too the interaction of ions with the solvent, and the solvation of ions.

Chemical language is also undergoing some change, though the change has been slow to reach the texts. The newer college texts are following the recommendations of the I.U.P.A.C. The older names such as "ferrous" and "ferric" are being replaced by iron (II) and iron (III). Within a few years these terms will be common.

Modern chemical arithmetic places much more emphasis on thinking out problems than the mechanical application of a "formula." The mole concept has taken a central role in problem solving. The mole-method for problem solving leads to a better understanding of quantitative relationships and unifies weight-weight, weight-volume, and volume-volume problems, neutralization, electrochemical reactions, and many others. Even the familiar gas-law problems are now presented as reasoned relationships from basic principles.

Ionic equations too are coming into prominence, particularly in electrochemistry. This serves to focus on the essential mechanism of reaction among reactants and products.

And finally, high school chemistry teachers are coming to realize the value of organizing all lecture demonstrations and laboratory exercises around the scientific method. Both lecture experiments and laboratory exercises are presented as concrete problems whose solution demands a hypothetical answer, which must be tested before being accepted. The days when a student could take a laboratory exercise book and fill in the answers without ever performing the experiment are gone. The trend now is to assign individual laboratory problems whose solution can be found in no book. Only by performing the experiment can the student discover the solution to the problem. Leading in this method of laboratory procedure has been the Manufacturing Chemists Association. Their *Scientific Experiments in Chemistry* force the student to apply the scientific method in problem solving.

Helpful too have been the numerous books describing interesting and thought-provoking lecture demonstrations.⁴

Teach the "Why" of Chemistry

High school chemistry teaching today is undergoing a tremendous upheaval. Descriptive material, presented merely as a catalogue of properties and reactions, is considered of small importance. Such material is now being presented from the viewpoint of *understanding*. Chemists now know not only that water is a liquid, but why it is liquid; not only that water is an excellent solvent, but why; not only that it is a powerful catalyst, but why; not only that it is an oxidizing agent, but why; not only that it is a reducing agent, but why. Modern high school chemistry exposes not only the what and the how of chemistry, it explains above all the *why* of chemistry.

Chemistry teachers owe it to their students to acquaint them from the very outset with these up-to-date ideas. This is education in its best sense. And paradoxically, the very effort any teacher expends to learn these modern ideas for himself becomes a sweet joy. Modern chemical ideas are satisfying to the human mind, both to the teacher's own mind and to the minds of his students. It is a high privilege to open young minds to God's great world of atoms and molecules.

³*Tested Demonstrations*, American Chemical Society of Eastern Pennsylvania.

⁴*Lecture Experiments in Chemistry* by Fowles (New York: Basic Books, 1959).

The *Journal of Chemical Education* regularly publishes excellent lecture demonstrations.

³*Chemistry*, Vol. 37, No. 6, May, 1960, pp. 1-29.

Yearbooks Deserve Professionalism

In both moderators and staff



By Rev. James Magmer, S.J.

Director, Publications Dept., University of Detroit
and Detroit Student Press Association

High school newspaper editors check page proofs
with Father Magmer, S.J., at Detroit University's
composing room.

■ The high school yearbook is always a problem. Writing in the January, 1960, CATHOLIC SCHOOL JOURNAL, Brother Luke Grande, F.S.C., said that today *professionalism* has complicated this problem. But, without disagreeing, really, with anything Brother Luke said, I would like to suggest that perhaps professionalism is what we need to solve the yearbook problem once and for all.

What Is Professionalism?

Professionalism, as Brother Luke uses the word, refers to the high pressure sales tactics sometimes used by printers who specialize in producing yearbooks. Professionalism, as I use the word, refers to editorial and production skills that would enable the yearbook moderator not only to put out an excellent yearbook with a minimum of time, work, and expense, but also to enjoy the experience.

The Yearbook Problem

The big problem in the Catholic high school is time. In most Catholic schools the yearbook is an extracurricular activity. Neither the students nor the adviser receive a lightening of their class or study loads for the time they put in working on their yearbook. What Brother Luke says is true: "A school often gains a yearbook moderator, but loses a teacher" because she must do the bulk of the yearbook work at the expense of her classes. I would go a step farther and say that in publishing a yearbook, a school sometimes loses students. Working late to meet deadlines, their studies and grades suffer.

The second element in the yearbook problem is the lack of technical skill and training on the part of both the adviser and the staff. Moderators are

frequently appointed who do not have the skill to do their job. . . . what is worse, they have very little interest in it or desire to learn it. Sisters' appointments are frequently changed. If last year's yearbook advisor was changed, the superior — almost at random it seems — appoints another. The adviser with a year's experience leaves with a sigh of relief and the new one takes up the job.

Complicating this situation is the fact that the students in small Catholic high schools see the big fat yearbooks with four-color process work published by other schools and want their yearbook to look the same. There are two ways for the adviser to fatten their yearbook. One way is to add more pages which also increases the adviser's job. The other is to pad the cover. This is the reason we have padded covers on so many small yearbooks.

Can we get four-color pictures? At this point in the problem the printer's salesman enters with a "package deal" for the yearbook which, if the adviser buys it, the printer will give — free, at no extra cost — three or four full-page color pictures. This item, of course, can be had free only if the printer economizes on other parts of the book. Of course he does not tell this to the yearbook adviser. The printer will also select a type for the yearbook, a cover, and in some cases, even do the layouts. To the average Catholic school yearbook adviser, such a printer is an angel of salvation. In many cases she turns the whole book over to this kind man, who, of course, must be paid for his service. My solution of the problem is more professionalism — professional editorial and technical training for our yearbook advisers. Before we get into

professionalism as an answer, though, we should first have a look at the yearbook itself.

What Is a Yearbook?

The yearbook is first of all a record of the school year. When I was first made a yearbook adviser, I went immediately to my superior with the suggestion that we drop the thing. He said, "No, the yearbook is the only record of the school year we have." At the time, I didn't think it much of a reason for keeping the yearbook. However, what he said is true. The fact that the yearbook is a printed record of the school year may always remain one of the best reasons for keeping it.

The second point is that a yearbook should be a public relations instrument. A good yearbook in the home of a student or in the office of a patron is read from time to time all through the year. For many people it is the only picture or pictures they will ever see of a particular school. If the yearbook gives a fine presentation of the academic and co-curricular activity of the school, placing emphasis on progress and improvements (and is not merely a record of sports and dances) the yearbook can be a means of forming a good opinion about the school. Parents with young children begin to think, while paging through this kind of yearbook, "I would like to send my children to this school."

Modern methods of publicity demand that booklets, brochures, or pamphlets must be used by each school to acquaint the public with the aims of Catholic education in general and of the individual school in particular. The yearbook can perform this function well.

The Importance of Pictures

The third thing the yearbook does — the job that I feel comes closest to justifying its existence — is to acquaint the students with the function that pictures and illustrations have in life today. Your television is all pictures and illustrations, except for some dialogue. Newspapers, on an average, devote from 10 to 30 per cent of their space to pictures; so do your magazines. Most successful publications, including school textbooks are well illustrated.

A friend of mine who heads the graphic arts department at the Edison Company has his artists illustrating the nuclear reactor which the firm is planning to build. This man says, "The graphic arts are becoming more and more important. Today the most complicated things of science, industry, and business must be illustrated with drawings and pictures so that the masses can have a better understanding of them." A picture may not be worth a thousand words, but certainly it is important. Editors and program directors feel that a good picture can give people today a better and a quicker understanding of a subject than a lot of printed words.

Because the yearbook is almost all photographs and illustrations, I think that it could well be the first step in acquainting students with the importance and the value of illustrations. If they see the story of their school year told in illustrations and pictures, they may begin to see the possibilities in this phase of the graphic arts. But one thing is certain. If they see everything else on TV or in magazines and in newspapers, not only illustrated, but better explained with pictures, they may

wonder why the story of their school year cannot be treated this same way.

So I feel the answer to the yearbook problem is *professionalism*. By this I mean that the school's administration and the yearbook adviser should begin to look at the yearbook as an instrument that is very important to the school, to the students, and to the community; both the school administration and the yearbook adviser should be convinced that the yearbook must be edited and produced according to the highest canons of the graphic arts. Each yearbook should be — not a record — but a picture story of the school year and its achievements (or failures).

We Need Trained Advisers

The first step toward attaining this ideal in the Catholic school will have to be trained and experienced personnel who as yearbook advisers can turn out a professional yearbook.

Teachers appointed yearbook advisers (or advisers of any school publication for that matter) should be trained, should be given as many university courses as is possible in school publications. Many universities offer such courses during the summer sessions, sometimes in the form of workshops. Both courses and workshops can be taken for journalism credit or for education credit. The teachers selected to be yearbook advisers should be chosen with the understanding that they will have the job for a long time and will be given ample opportunity to become proficient. Their teaching loads should be lightened to accommodate the extra work and time involved in yearbook production.

If the yearbook adviser is well trained

(a professional herself) she can cope with the professionalism of the printer. Experience will acquaint her with printing cost and quality. Experience will also help her eliminate the unessentials from the yearbook that are at present so attractive to students — things like color and padded covers. Here I should add that many printers are as opposed to these things as the rest of us. The yearbook adviser who is a professional in editing and producing her yearbook will put the emphasis where it rightfully belongs — on pictures and editing.

Let the Staff Work

Training will enable an adviser not only to do a good job but to do it with a minimum of effort. At present the reason most moderators find the yearbook a burden is the simple fact that they don't know what they are doing, don't know a pica from a halftone. The only yearbook advisers I have ever met who love their work are those who have been trained. Training is the only thing as far as I know that can woo a reluctant adviser to enjoy her job and take the problem out of yearbook production.

Once a moderator has trained herself, she can quickly train her staff. When a staff knows what it is doing, it enjoys its work and sticks with it. Once the staff learns to plan pages and crop the pictures, and do the other things well in yearbook production, the picture of yearbook production changes from one in which the staff stands around and watches the adviser put out the book to one in which the adviser stops in the yearbook room from time to time to see how the staff is coming along.

The Laws of Proportion

What I would like to see in every Catholic school is a yearbook adviser who is a professional: one, first of all with technical training; and second with tenure so that she can, if she does not already have it, acquire long years of experience in the field. Once we have the professional in charge of the yearbook, the problem will disappear. The yearbook in size may not be huge. If published by a professional adviser, its size will be in keeping with the size of the school; and its cost will be in keeping with the other school expenses. More important, the quality of the yearbook will be as good as the best yearbooks in the field. Students will be proud of their book and from it will begin to learn how important pictures and illustrations are in our world today.



Miss Ann White (left) yearbook advisor at Fordson High School, Dearborn, Mich., directed a summer workshop for high school yearbook editors.

Secondary religion classes can help students become "living Catholics"

Morality of Current Events

By Sister Therese Margaret, O.P.

Academia Del Sagrado Corazon, Santurce, Puerto Rico

■ Mary ran away to get married.

John hasn't been to church since graduation morning.

Jim is not in the right group.

Sue is a changed girl and not for the better. I'm afraid it's those classes at the state university.

These are sad commentaries falling on the ears of many a high school teacher of graduates not many months after graduation. Fortunately, there are many that are better than those above, but unfortunately, there are many that are worse. Surely the teachers are not wholly responsible, neither is the group nor the state university. The students have free will and should know the difference between right and wrong. But do they have conviction? Do they have the "mind of the Church" in reference to persons, places, and things they meet when on their own? Assuming that the difficulty lies in lack of conviction, it is the purpose here not to give a solution, but a suggestion that may give assistance in bridging the gap from the shelter of high school life to that of society.

The aim of Catholic education is to train the whole man socially, morally, intellectually, spiritually, economically, and physically for life here and hereafter. The integration of religion in the subject areas is an integral part of Catholic education. Splendid! But isn't this one-sided? Religion is taken to subject areas, why not subject areas to religion? How and to what purpose?

Apply Catholic Principles

Here we suggest the discussion of current events from secular or Catholic sources, by reference made to Catholic periodicals on the various events discussed. To what purpose? To develop conviction in Catholic youth; to equip him with the tools necessary to make important decisions and to face life truthfully.

The four-year span of religious in-

struction includes the Commandments, the Sacraments, Mass and Creed, Church history and sociology. Supplementary textbook material articles pertinent to citizenship may be used. Catholic periodicals may be read and conclusions reached in all cases or such a method will only waste time. Specifically, articles on "fall-out" are under discussion. Science may be discussed to understand what it is, why it is occurring, and is it morally objectionable, or not? Certain application can be made to the Fifth Commandment and decisions reached. The same topic can be brought into Church history, another example perhaps of Church *vs.* science.

Recall or point off anew the various times in the history of the Church it has been accused of denying the findings of science: for example, Galileo. Here and now a final answer can be given of the true stand in this ever old, ever new problem. The social aspects can be met in sociology. God's laws are immutable and, if applications from life are made, the student will do his own searching for the "mind of the Church" or will already have the conviction. The various current events, i.e. working laws, unions, marriages of Hollywood stars, suicides, use of new medicines, tranquilizers, juvenile delinquency, etc. On these subjects which raise questions, surely after four years of such applications to finding "the mind of the Church," convictions will be established and others sought, and the procedure for seeking will be a part of them. The religion class will become "alive" and will make "living" Catholics of its students.

To have every student so develop in four years is a "utopia." There will still be Marys and Johns, Jims and Sues. This is a suggestion that will perhaps reach a few more than have been reached and maybe the sad commentaries will be fewer and the better commentaries greater.

A veteran teacher's notebook reveals

Helps in Teaching LATIN

By Sister M. Venard, C.S.A.

Immaculate Conception High School, Elmhurst, Ill.

■ To promote the day by day growth in vocabulary, I have found graphs helpful. The teacher may reproduce the graph forms for distribution to the students. Each graph is barred for ten tests with percentages from 30 to 100. The student can record the grades of ten tests on his graph, average them, and hand them in. Public recognition is given to "stars" who earn from 95 to 100 per cent.

First Year Activities

Many facts about Roman life and the Latin language help to arouse and sustain the interest of students even in first-year classes. The following are

some assignments which will help:

1. Make a poster showing English derivatives from Latin words. Ex.: Old woman in the shoe—the "mother" word; her children—the derivatives.
2. Use the derivatives of all the Latin words in any lesson in sentences, showing how the derivatives are related to the original word.
3. List and give meanings of abbreviations derived from Latin.
4. List the state mottoes that are Latin, or make a map printing the state mottoes and their meanings. Find other Latin mottoes. Illustrate with pictures.
5. Make a poster or booklet showing the state flowers with their Latin names.

This may be combined with the map showing state mottoes.

6. Make an image or reproduction—in plaster, soap, wood, or cardboard—of a Roman temple, aqueduct, building, triumphal arch, or any person or thing connected with Roman life.

7. Make an illustrated vocabulary booklet.

8. Make a large map of the world, coloring the countries in which language derived from Latin is spoken.

9. Draw a picture and write a Latin caption for it.

10. Read and report on one of the following books: *Ben Hur*, by Wallace; *Dion and the Sibylls*, by Keon; *Swords in the North*, by Anderson; *The Last Days of Pompeii*, by Lytton; *Augustus Caesar's World*, by Foster; *A Day in Old Rome*, by Davis; *A Slave of Cataline*, by Anderson; *The Theft of the Golden Ring*, by Isabelle Lawrence; *A Friend of Caesar*, by Davis; *Buried Cities*, by Hall; *Quo Vadis*, by Sienkiewicz; *The Theft of the Golden Cup*, by Isabelle Lawrence; and *Julia Valeria*, by E. Gale.

11. Read and retell some Greek or Roman myths.

12. Make posters illustrating active and passive voice. Write a descriptive sentence about the picture; for example: The girl is painting the vase.

13. Make a poster illustrating various prepositions.

14. Write a story in English, but change some of the English words in each sentence to Latin, using the correct tense, person, case, number, etc. This is called Macaronic Latin.

15. Write a story of five or six sentences in Latin, avoiding expressions and declensions you have not yet learned.

16. Make a Latin crossword puzzle.

17. Translate easy stories from another first-year Latin book. Give title and page of the book.

18. Make a poster of booklet of constellations, explaining their stories.

Second Year Activities

Regarding Caesar and his time write: a biography, a character sketch, an evaluation of his greatness, a news article (social or political), an editorial, a sports article, an Helvetian's diary, an acrostic, a play, an advertisement, etc.

Third Year Suggestions

After reading Cicero's "First Oration Against Cataline," the students enjoy writing an original oration of the demonstrative type, *modo Ciceronis*. When the style is mock serious, the results are amusing.

An Intangible Reward for the English Teacher

"The high soul takes the high way."

By Brother Raphael, Ed.D.

Saint James School, Berlin, Conn.

■ The first day of school that year I placed on the blackboard in each classroom as I journeyed through period after period (and there were six of them, all English IV), the words of John Oxenham's *The Ways*. I read the short, inspiring poem aloud, interpreted it ever so briefly, and the students copied it.

I never mentioned the poem again. However, I was pleased, but not surprised, to find phrases and sentences from the poem, ideas from it, and references to its theme, appear again and again in written and spoken composition during the entire school year.

That was all of twelve years ago and, twice or thrice since those golden days in a lovely New England city, former students have written asking me for the source of the verses or for a copy of them.

Three or four years ago I made use of the same poem in a college education class and later in the session received a "Thank you" note from one of the students who was doing practice teaching in a neighboring community. He had presented *The Ways* to his pupils in an eighth grade and had found that they were really impressed by it. This instance is one of thousands, many minor but some major, of what I have chosen to call *rewards* received by a teacher of English.

Bear Learning Lightly

One more example will suffice to complete the illustration of my thesis that what we give freely, generously, and above all sincerely, is used, with profit by our students. A favorite bit of advice of mine and one that I have been passing on to college students since 1924 is: *Bear learning lightly*. I was to hear this phrase woven into an excellent address delivered by one of my rather recent students who, when

he met me an hour or so later, naïvely asked whether I had noticed his use of "my" dictum.

When I was quite young it was my high privilege and great good fortune to be taught by those distinguished and dedicated Christian educators, the Sisters of the Holy Names of Jesus and Mary. One of these devoted women, who has been with the Saints these many years, was one day writing a paragraph on some secular subject (I do not remember which) on the blackboard in our sixth grade classroom. The Holy Name of Jesus was in one of the sentences. Our teacher, Sister Mary M., paused after she had written the word *Jesus* and remarked to us: "I hope you noticed with what care I wrote Our Blessed Saviour's Name. Always say and write the Name Jesus with great respect."

Many times during the more than fifty years that have passed since that "fine autumnal day" have I recalled this incident, more particularly to future teachers in my education classes.

The blossoming, though it be long after the planting, of some flower of inspiration, of consolation, of grace, in the heart of a student, past or present, is one of the rewards, though a minor one, bestowed upon those "who instruct others unto justice."

"Quitters" Lose Out

Boys and girls who drop out of high school have higher unemployment rates than graduates, according to a Labor Department survey. The survey was released recently by the department's Bureau of Labor Statistics for the White House Conference on Children and Youth. It said that "dropouts" experienced from two to three times as much unemployment as graduates. The survey also indicated that those leaving high school before graduation usually earn less on the jobs they do get and generally find jobs that are unskilled.

Editorials

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CITIZENSHIP TRAINING IN THE REALITIES OF GOVERNMENT III

A perennial problem of government in every generation is the protection of the citizen against bureaucratic government and what recently was called "over administration." It is the old observation of Lord Acton, "Power intoxicates; absolute power intoxicates absolutely." Basic in the teaching of citizenship is the need for eternal vigilance and the courageous challenging of injustice practiced by entrenched government officials — though the correction of injustice is unlikely at present.

This is so if it happens even in a single case in such agencies as the Department of Labor under Mr. Mitchell and in the Federal Bureau of Investigation under Mr. Hoover and in the liaison of these agencies. A case which came to my attention recently illustrates how helpless the individual citizen is and how ruthless is bureaucracy.

All courses in civics, government, and political science might very well begin with David Lilienthal's "This I Deeply Believe," and the principles set forth there should "inform" all the teaching. We quote a few paragraphs:

"I believe — and I conceive the Constitution of the United States to rest, as does religion, upon the fundamental proposition of the integrity of the individual; and that all government and all private institutions must be designed to promote and protect and defend the integrity and the dignity of the individual; that that is the essential meaning of the Constitution and the Bill of Rights, as it is essentially the meaning of religion.

"Any form of government, therefore, and any other institutions which make men means rather than ends, which exalt the state or any other institutions above the importance of

men, which place arbitrary power over men as a fundamental tenet of government are contrary to that conception, and, therefore, I am deeply opposed to them.

"One of the tenets of democracy that grows out of this central core of a belief that the individual comes first, that all men are the children of God, and that their personalities are therefore sacred, is a deep belief in civil liberties and their protection, and a repugnance to anyone who would steal from a human being that which is most precious to him — his good name — either by imputing things to him by innuendo or by insinuation. And it is especially an unhappy circumstance that occasionally that is done in the name of democracy. This, I think, can tear our country apart and destroy it if we carry it further.

"I deeply believe in the capacity of democracy to surmount any trials that may lie ahead, provided only that we practice it in our daily lives.

"This I deeply believe."

And in this connection it would be well to keep in mind the concluding sentences of Jefferson's first inaugural address (March 4, 1801) that the realities of government "should be the creed of our political faith, the text of civic instruction, the touchstone by which to try the services of those we trust — and should we wander from them in moments of error or of alarm, let us hasten to retrace our steps, and regain the road which alone leads to peace, liberty, and safety."

— E. A. F.

The CATHOLIC SCHOOL JOURNAL will continue to publish the editorials written by Dr. Fitzpatrick before his death.

There should be a fundamental understanding
between parents and teachers about

Homework in the Primary Grades

By Sister M. Angelita, I.H.M.

Gesu Convent, Detroit 21, Mich.

■ "If you will just send home some work, I'm sure Johnny will improve." This is the frequent parent "epilogue" to the recent tale of Johnny's lack of scholastic achievement. The harassed first grade teacher, with patience born of years of struggle with this ever current problem, begins again to explain why it is impossible for Johnny to have daily written assignments in imitation of his progressive brothers and sisters. The discourse goes something like this.

Explain to Parents

In the first few months of school, first grade children are just entering into a new and adventurous world. They are all-observant, watching how things work. They are in need of careful and sustained guidance. They do not have the tools necessary to go out on their own. They can neither copy homework, since they do not possess sufficient writing skills, nor can they be relied upon to carry a message home and convey it in such a way as to give their parents an understanding of the teacher's mind and method.

In her turn, the overburdened teacher finds it impossible to write or duplicate instructions every night for each child and finds it equally impossible to try to extricate the homework from the children the following day. Records for such work would also devolve upon her. Time thus spent would be subtracted from a tight schedule and the children deprived of, at least, twenty minutes of valuable "learning" time.

After all this is said, it remains that the willing parents, the zealous teacher, and unsuccessful Johnny still have a problem. How can the parents and the teacher give Johnny the extra review he needs?

First, I think it is necessary that all the parents see the three sides of the

problem at the very beginning of the school year. This would mean the convening of a parent-teacher meeting. At this meeting the teacher could discuss, as above, the reasons why written homework assignments are impractical in the first grade or at the beginning of the primary grades. It would also be very advantageous to give the parents an over-all view of the whole first grade program so that they will know just what to expect and later can judge whether their child is achieving the goals mapped out.

After two or three months, it would be well to invite the parents to open house and have them witness class demonstrations. These would preferably be in the morning when children and teacher are fresh. Here the parents can observe first hand the methods and techniques the teacher is using, the measure of achievement of their child in comparison with others of the same age, and possible clues as to what needs to be done at home or in school.



Occasionally, workbooks and flash cards can be used at home for extra drill.

In consequence of these two types of parent-teacher relationships the following suggestions could be adapted as a possible solution to the homework problem. At the opening of the term a special homework fee could be included on the book bill. Books could then be purchased that would help the parent and still follow the course of study. There are scores of inexpensive workbooks and flashcards on the market that any parent would be willing to get at the teacher's word.

In addition to this, the teacher could mimeograph a monthly schedule of homework: e.g. January 4—Review the "Can" rhyming group. Have the children say and spell each word; January 5—Have the children recognize the numbers 1 to 100. Mix them; January 6—Review pages 1 to 10 in the reading workbook. This monthly method gives the parent something definite to follow and allows him to see the possible weakness of the child in any specific subject.

Introduce Written Assignments

It would be a mistake, however, for the teacher to completely outlaw written assignments. Many a primary teacher has heard the refrain chanted by an upper-grade classroom teacher, "If the children had only learned responsibility when they were young." Therefore, in response to this lament, the teacher could reserve one day a week after Easter for these written assignments. If the parents know the day they can also help in this task of training the child in responsibility.

In conclusion, let the teacher and the parent grow in the awareness that the homework problem is a co-operative one. Each must do his part to help the other understand the difficulties involved and meet them successfully. If this is done, Johnny will improve.

Imagination IS THE KEY

TO PRINT - *Script* TRANSITION

By Mary Louise Curtiss

Language Arts Consultant, Zaner-Bloser Co.

■ "Tell us, Miss Curtiss, when should we make the transition from manuscript to cursive?" This is the first question put to me in school after school. The change from print to script is *usually* started in the second semester of grade two and completed by the end of the first semester of grade three. In some schools, however, the introduction of cursive is delayed until the beginning of grade three. Without attempting to decide which time is best, we shall attempt to answer the second question, "*How* do we actually go about this transition?"

First of all, I tell the teachers, you must understand handwriting pedagogy by a thorough study of your teacher's handwriting manual. You must have enthusiasm and perhaps a little spark of Peter Pan in your soul. With this approach, the children will sense that handwriting is an exciting adventure in learning. When children see a teacher alive, interested, vibrant, they open wide their hearts and minds and accept all she has to offer. And then, you must have imagination—that imagination of Thompson which "turns pumpkins into coaches, mice into horses, lowness into loftiness, and nothing into everything."

Before I describe the six *mimetic* handwriting exercises, illustrating this imagination, there are general directions to note. Be certain to remember these directions each time a transition mimetic is practiced. This practice, I emphasize, should occur daily. To borrow a phrase from *South Pacific*, children must be "carefully taught." This implies a spirited 20 minute lesson, directed and supervised by the classroom teacher, *every* day.

General Directions

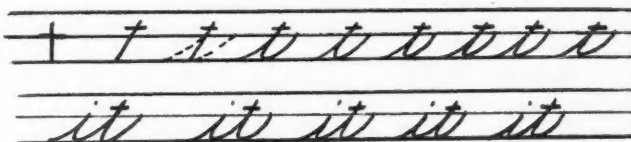
1. Have the class read cursive writing on the board. Discuss differences between manuscript and cursive.
2. Review instructions concerning posture.
3. Explain slant of paper (use correct lining — $\frac{3}{4}$ -inch guide line for grade two). Review manuscript slant for contrast.
4. You, the teacher, should do each exercise (as indicated in the mimetic instructions) at the lined board in front of the room *before* asking the children to do likewise.

1. Introducing "i" and "j"

Flying Soldier

First of all, boys and girls, center your paper in the old position—the manuscript position, as you have always done. Print the small letter "i." Next, slant your paper in the new way for cursive writing, which you have just learned. Watch

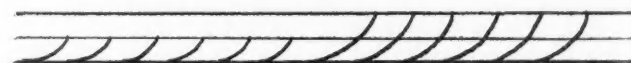
me at the board. I am the Fairy Princess with a magic wand! I touch the "i," which is the little toy soldier, standing straight and still. Suddenly he comes to life and leans forward. Then I touch my wand to the soldier once again and give him wings, so that you will *feel* how to write it yourself. On your own paper now, make as many cursive "i's," or soldiers with wings, as you can on each line. (The small "t" lends itself to the same mimetic, except that the "cross" is raised slightly above the guide line. Ask the children to make "i" and "t" join hands and "fly" across the page.)



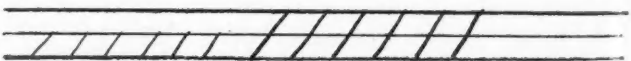
2. Upper-loop family

The Playground

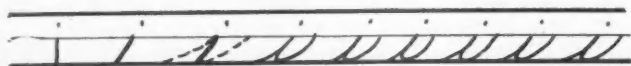
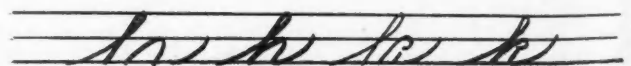
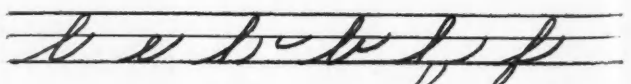
It's time to make a playground. While we build, we shall be learning how to make new cursive letters. Watch me at the board. First we shall do up-swing strokes which will be swings; small ones for kindergartners and large ones for second graders. You try them now.



Next we shall do "down-slide movements" which will be slides; small ones for babies, large ones for older children.



(When these strokes are mastered, introduce the new cursive letters "l" and "e." Follow by brothers and sisters, "b, f, h, and k.")



(Conclude the upper-loop exercise with a practical application of word writing, emphasizing connecting strokes between letters *let, tell, fill, fell, bill, bell, hill, lit, kite, bite*).

(Now that words have been formed in cursive style, a definition of "cursive" is in order. You may tell the class, for example, how it came from the Latin, *cursivus*, which means running, moving, flowing. An analogy to relay races is effective. On the board illustrate the following):

The Three Racers

vertical is a runner who makes his feet move, but stays in place.

backward is a runner who didn't listen to directions and ran backward.

forward is a good runner who runs forward, toward the goal, which is the right edge of the paper.

3. A simple way to ease into some cursive capital letters involves a mimetic built around the small cursive "l."

The Important Letter

The cursive small "l" is a very important letter, boys and girls, because it is the backbone of several small letters (b, f, h, k). And if you chop the small "l" in half and add a *sail of a boat, a duck's body, or the tail of a mouse*, you will have three capitals in cursive, "G, S, and L." As I write these on the board, see if you can find the sail on the "G," the duck on the "S," and the tail on the "L." (Have class practice on paper, letter by letter, what you have put on the board.)

4. The small manuscript "a, d, g, q and o" show a dramatic change when written in the cursive hand.

Humpty-Dumpty

Slant your paper back to the position for our old manuscript letters and write, as I do on the board, the manuscript "a." Now switch your papers back to the slant we use in cursive writing. Watch me first and then practice on your own paper. We shall take the circle of the "a," tip it forward, and pinch its size so that it looks like Humpty-Dumpty falling off the wall. Then add two other strokes, and suddenly—a new cursive "a."

(Use the same technique with "d, g, q and o." Word writing may include *dad, go, do, ball, tall, dog, doll*. Watch overturn connecting strokes for reversals.)

5. The mechanics of the small cursive "m" and "n" adapt well to "mountain climbing."

Climb a Mountain

First I shall draw three straight but slightly slanting lines on the board. These will be our "m" mountain range. Starting from the base line I shall climb the three mountains. (Do same with the two-mountain range, "n." Words like *man, men, mine, me, met, made*, no make good practice.)

6. Learning to write the capital "T" in cursive is still another appealing adventure.

Sail Boats

In the air, instead of on your paper or the board, let us practice the large, snake-like movement which will be the hull of our ship. Now let us make a line of ships on paper (and board) just as we drew in the air.

In the air again, let's make the oval and dip movement. It feels as if we are directing an orchestra, doesn't it? Put this movement, as I do on the board, on your paper.

Finally, place the sail on the top of the ship, without letting the two pieces touch. (The same mimetic can be used for the capital "F.")

(All of the letters of the alphabet do not lend themselves as gracefully to transition as do these examples. Many are plain, unadulterated, hard work. The going is easier if music, counting, or simple folk chants accompany the "grind." The breaking up of letters into jig-saw puzzles is also a good technique).

One Goal of Education and of Reading

By Sister M. Theophemia, C.S.S.F.

Catholic Office of Education, Milwaukee, Wis.

■ How important is reading in the field of education today? Is reading being overemphasized? What is the goal of reading and what is the goal of education? These questions are a small sprinkling of the score of such and similar questions that face educators today. The goal of education, as we conceive it, is the complete development of the human being: social, emotional, moral, physical, intellectual, and spiritual. The youngster's character traits and personality are built upon the relationships that he has with the members of the immediate family, parents, and the home circle through social interaction. The neighboring community, its economic status, and educational facilities and interests exert a tremendous influence upon his interests.

Teachers agree that every child is a unique individual, different from all other children in abilities, mental capacities, and character traits. We teach children to read not as an end in itself, but as a means to an end—as a way to find understanding, information, happiness. Dr. Artley in *Your Child Learns to Read* says: "All through his life a child grows IN reading as he perfects his ability to identify words and interpret the meaning of what he reads. All through his life a child is growing *through* reading as he gleans ideas, gathers experiences by means of the printed page." How important is reading in the field of education? Is reading being overemphasized?

Education Based on Reading

Reading and the development of the entire human being are interwoven. Readiness for reading takes place in the earliest experiences that the child encounters at home and in his immediate neighborhood. At an early age he becomes acquainted with some of the community workers and their work. He learns about certain common animals and may even have as his very own a precious pet. It is possible for a child who yearns for love to lavish an ab-

normal amount of love even upon a stray dog. Children readily provide substitutes for what may be lacking in their own lives. Every human being wants to love and to be loved. The child's first lesson in love begins in the home. Here too, he becomes acquainted with the radio and television. He knows when his favorite programs will be on and how to dial the correct channel. Early in life the child enjoys stories, those that are related to him by others, those that he hears and those that he sees on television, and definitely, those that are read to him by others. Fairy tales, fables, Mother Goose rhymes satisfy the child's craving for personal happiness and social approval.

By the time the child comes to school he is bubbling with interests and curiosities that have been awakened. We want children to develop a love for reading, for only then will they read for personal information, relaxation, and pleasure. For this reason it is highly recommended that children have books of their own. Likewise at an early age youngsters should visit the public library and share in its rich facilities.

Reading extends, enriches, and goes beyond direct experiences. As the child reads books that portray life in other lands he begins to weave images about these peoples, their habits of living, and the country in which they live. This chain reaction by which one reading influences another broadens his personal outlook on life and all that it entails.

Reading Brings Knowledge

Reading offers the opportunity to learn to know one's self better, to understand others, so we can accept people as they are, rather than as we should like to have them. It also enables one to recognize his personal problems as portrayed in one or more characters in the story. Reading may also provide examples of ways of facing and perhaps even solving difficulties similar to those troubling the reader. Inspired stories of such people as Florence Nightingale,

Father Damien, the early pioneers fill the child with faith and courage, and with zeal to work and sacrifice for the good of others. Young readers can come to realize that security and happiness are not only social virtues, but they are also what every human heart craves for itself and others.

Due to the great speed and ease of communication today, concepts of nations, continents, and planets no longer imply distance as in yesteryear but nearness. This again presents a new horizon for increased reading and another means by which the child broadens his perceptions. Biographies of great men, in science or sports, career books and the like, our great national and religious leaders will influence the reader in some specific way which may not necessarily be evident till later years. *The Story of My Life* by Helen Keller, *Jeanne d'Arc, the Warrior Saint* by Jeanette Eaton, *Clara Barton* by Mildred Pace, and *Childhood of Famous Americans Series* are great favorites among children and portray outstanding characteristics of mind and heart.

Development of Mind, Body, Soul

Considering further the goal of education we come to the place of emotions in this broad development of the human being. Emotions are so closely interwoven with the reading program that the teacher cannot segregate out of hand the emotional child who is a competent reader from the child who is a reading problem, but she must consider the characteristics and causes of both. It is essential that the teacher attain and maintain confidence, security, and mental health in the classroom. Relaxed and pleasant teacher-pupil and pupil-pupil relationships foster wholesome growth of personality, which is a part of the complete development of the child.

Physical growth is another phase of personal development that must be considered whenever we contemplate the aim of education. Physical fitness em-

bodies the habits of healthful living based on an understanding of the body and its needs and right attitudes toward everything that leads to good health. Here we must not forget the physically handicapped. Some physical disorders cannot be completely overcome; others may develop in the course of the years. Consequently the teacher must strive to help the child meet his defect and learn to live with it.

The spiritual values frequently are enveloped within the true plot of the story. In guiding the reading of children teachers should make a serious effort to point out the moral values in the particular selections. Reading offers a wealth of opportunities for the children to see how they can turn their ordinary actions of the day to virtues.

Reading Nourishes the Intellect

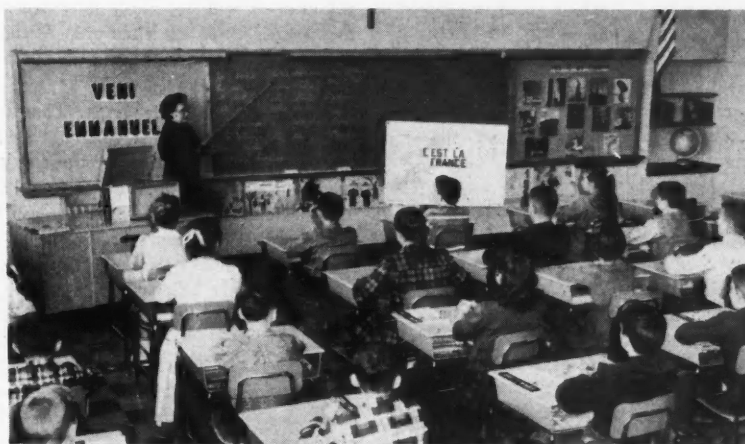
While all worthwhile reading tends to develop the child in one or more areas, the aspect of intellectual growth is ever present. There can be no reading without simultaneous development of the intellect. As the bright rays of the sun affect every individual in their scope in a different manner, so too, the thoughts presented by writers affect the readers in varied ways. The beauty of the gift of reading and comprehending lies within the secret realms of the mind and heart of the individual. The great wonders of the world may be expressed in flowing literary masterpieces, yet even these may be inferior to the sublime thoughts that they arouse within the active intellect of finite man. And so, it is only natural that we seek

higher spiritual values and turn to reading for those inspiring words that result in a heart to heart conversation with the Supreme Being.

In conclusion, reading and the aim of education are part and parcel of the great work of educators. We aim to educate the whole man, and this we can do by integrating reading with the personal needs of the child. Our primary concern in education is the individual child, his needs and interests, his abilities, his purpose in life. Reading is perhaps the most captivating means by which we can reach our goal because it is through, with, and in reading that the child may attain complete personal development.

A pilot project in

Grade School FRENCH



Some 48 children, from grades two to eight, participate in Mrs. Nellie Hartman's elementary class in French.

By Sister Juliette Marie, S.S.N.D.

Sacred Heart School, Laurium, Mich.

■ Looking ahead to the future when television programs will be broadcast across the ocean, a group of children from Sacred Heart Central Grade School, Calumet, will be enabled to be among the appreciative viewers and intelligent listeners. In October, Mrs. Nellie Hartman, at the request of Sister Juliette Marie, principal of the Catholic Central grade school, initiated the school's foreign language program with weekly lessons in French for the grade school students. About 48 children, from grades two through eight participated in this program. Once a week the children have class with Mrs. Hartman, but they study French daily.

The elementary French course given at Sacred Heart is geared toward conversational French, much emphasis being placed upon pronunciation and grammatical construction pertinent to everyday usage. In a method similar to the way that the children learn their mother tongue, listening and speaking is the first approach, with the printed word taught later. The pronunciation of the French words which usually presents quite a difficulty to older students, is easily achieved by these younger students, since children, as a whole, have the ability to learn new sounds and new meanings without much effort. Using the vocabulary learned,

the children compose questions and answers, and thus attempt to carry on conversation in French. Grammatical constructions and grammar are taught in correlation with the conversations and questions and answers composed by the students. This necessitates the verb forms to be used with the various nouns and pronouns, consequently, the academic method of teaching French is not slighted, but rather made functional.

This pilot project in French at Sacred Heart is another step toward the attainment of "intellectual excellence," which both American teachers and the American public realize is necessary in this age of technological advancement.

What are the 4's in 44?

The importance of the numeration system in the elementary grades

By Sister M. Joannes, R.S.M.

Our Lady of the Assumption School, Selma, Ala.

■ Automation is a word synonymous with our twentieth century culture. More and more tasks are becoming automatic, and millions are enjoying the benefits of the newest inventions. The mere flick of a switch may give one a "dry" wash, a view of far-off lands, or an answer to an intricate calculation for a moon shot. Automation is a good, but it is a good in its own sphere. The rapid development of automatic machines may be unconsciously encouraging us to be a little impatient when everything is not as spontaneous in response. But do we really want everything to fall under the claims of automation? A simple consideration will reveal the fact that the human intellect never was intended to be included under or atrophied by such a stimulus-response technique.

As teachers, we wish to promote to the utmost the development of the intellectual powers of each child, and to prevent anything which may in the least stifle that growth. In arithmetic, however, our pupils have the greatest possibility of becoming mere automats by mastering the mechanics, quite intricate at times, while lacking the real insight into fundamentals. To avoid this possibility much emphasis must be placed in the entire elementary school on the numeration system built on the base of 10. Without the understanding of this system our children are working as mere machines, and to

allow them to continue to do so is a blatant injustice.

In the first and second grades considerable stress is placed on the numeration system based on 10. As the child progresses, however, the concepts so far grasped will not carry over unless the teacher helps the child transfer his knowledge to the new material presented in each grade.

Just as we know from St. Thomas that all knowledge must come through the senses, we know that we must first present the subject matter concretely. The principle of going from the concrete to the semi-concrete, to the abstract in arithmetic is not a principle specified for the primary grades alone. The children in the upper and middle grades can do abstract thinking, but they too must have a *good* share of material from which to abstract their knowledge. It's up to the teacher to provide this according to the grade level of her class.

To help the children make use of the information obtained in the first and second grades and to show how to carry it over into other grades some general suggestions are given.

Illustrate Positional Value

The child should be required to break down numbers ever so often in the third and fourth grades, especially. Such as, 4,444 means:

4 thousands	4,000
4 hundreds	400
4 tens	40
4 units (ones)	4
	<hr/> 4,444

This leads to the recognition of the concept of the positional value of the numerals: the value of a digit depends on its position in the number. Even though we have a 4 for each digit, the 4 has a different meaning according to its position.

In working with the four fundamental operations on whole numbers, concrete objects are necessary for the child to see what is happening and understand why it is happening. There are many concrete objects available and the more the better. Such are: sticks, place value charts, number frame counter, hundred chart, number line, simplified abacus, money, etc. The child should work with the concrete objects especially in carrying and borrowing, and learn how to regroup his articles for a more simplified answer.

Demonstration by Regrouping

An example is here given for addition. The child would first work with the dimes and cents, then construct the written example as shown here.

5 dimes	6 cents
3 dimes	8 cents
8 dimes	14 cents

(Continued on next page)



— G. C. Harmon

regrouped would be:
9 dimes 4 cents or 94 cents.

5 tens	6 ones
3 tens	8 ones
8 tens	14 ones

regrouped would be:
9 tens 4 ones or 94.

56 cents

38 cents

14 cents (8 cents plus 6 cents)

80 cents (50 cents plus 30 cents)

94 cents total of 56 cents and 38 cents.

Abstract:

56
38
94

The use of concrete objects and the regrouping of the objects to simplify the answer helps give insight into the meaning of carrying and what is carried. Also the regrouping in the minuend of the subtraction example gives meaning to borrowing and to the real value of the digit borrowed. Frequent use of concrete materials is not just a crutch to be abandoned after the primary grades. Its use in reviewing and teaching new material will help to reinforce the basic ideas. Upper grade children are fascinated by adding and subtracting on a real abacus, and what better means could be used to go over the meaning of the numeration system?

Multiplication, too, should be broken down to show how it fits into the whole system. Again the idea of regrouping is important.

7 dimes 6 cents	7 tens 6 ones
$\times 3$	$\times 3$
21 dimes 18 cents	21 tens 18 ones
regrouped would be:	regrouped would be:
22 dimes and 8 cents.	22 tens and 8 ones or 228.
Abstract: 76	
$\times 3$	
228 — and to break down	
multiplication with two digits:	
76	7 tens 6 ones
$\times 23$	$\times 3$
228	21 tens 18 ones
152	22 tens 8 ones or
1748	228 +
	7 tens
	$\times 20$
	140 tens or
	1400 +
	1520
	6 ones
	$\times 20$
	120 ones
	120
	= 1748

Such work in breaking down of the numbers is a tedious job for the teacher, but the dividends for the children in understanding should soon become evident. A proper grasp of the principle behind the problem above will enable the children to figure out for themselves what to do with a 3-place multiplier and multiplicand without being shown first.

In division we teach a rather abbreviated form of working an example in which we ask the child to follow a pattern of steps. The mechanics of

division we use are probably an unsolved mystery for many a child who follows the routine steps to arrive at a correct quotient. Here more than anywhere else it is necessary to show the meaning of the process in the light of the numeration system of 10.

$$\begin{array}{r} 221 \\ 3 \overline{) 663} = 3 \overline{) 600} \quad 200 \\ \underline{20} \quad 20 \\ 3 \overline{) 60} \\ \underline{1} \quad + \quad 1 \\ 3 \overline{) 3} \quad 221 \end{array}$$

OR

$$\begin{array}{r} 257 \\ 3 \overline{) 771} \quad 3 \overline{) 700} \\ \underline{6} \quad \underline{600} \quad 50 \\ 17 \quad \underline{100} \dots 171 \\ 15 \quad \underline{150} \\ 21 \quad 21 \\ 21 \end{array}$$

From the above illustration it should be evident why many zeros are left out of the accepted form of division. Is this perhaps one of the main reasons why division causes such difficulty to many children—even bright ones? What a help for the child to see that the numeral in the hundreds place has the value of hundreds even though the zeros are omitted. The teacher, through explanation and questioning must allow the child to see for himself how important is the idea of place value in

4 in the 10's place is 10 times the value of the 4 in the unit's place. The 4 in the thousand's place is 1000 times the 4 in the unit's place, 100 times the value of the 4 in the ten's and 10 times the value of the 4 in the hundred's place or—the 4 in the unit's is 1/10 the value of the 4 in the ten's, 1/100 the value of the 4 in the hundred's place, etc. With such type of work, the child should reach the following generalization: The value of each place is 10 times as much as the value of the place to its right, and the value of each place is 1/10 of the value of the place to its left. When decimals are taught, the same principle is involved and is an extension of the positional value of the numerals. The metric system applies the same basic principle in going from one unit of measure to the next.

Multiplication or division by 10's, 100's, etc., especially in decimals, should be no problem for the child with an understanding of place values. He will know why he moves the decimal point so many places to the right or to the left.

To test the actual comprehension of these basic ideas on the numeration system, questions similar to the following may be asked:

1. In the number 50,462, the 4 represents a value how many times as large as the 2?

2. In the number 9,845, the 4 represents a value how many times as large as the 8?

3. About how many hundreds are there in 45,609?

45 6 600 450

4. Adding two zeros to the right of a whole number has the same effect as

5. Crossing off a zero from the right side of a number has the same effect as

6. What would be the effect in a multiplication example on the answer if you changed 456 to 4560 and 32 to 3.2?

$$\begin{array}{r} 456 \\ \times 32 \\ \hline \end{array} \quad \begin{array}{r} 4560 \\ \times 3.2 \\ \hline \end{array}$$

The task of helping the child to master the ideas presented belongs not to one grade alone, but to each and every grade in the elementary school. When these basic points are continually reviewed, and then enlarged upon as the child progresses from grade to grade, a solid foundation will be built which will be an aid in high school mathematics. But even more than that—when the child knows the *why* of what he is doing, he has confidence in his knowledge, a confidence free from reliance on numerous memory skills. His work is intellectual, not the automatic response of a push-button technique.

Religion in ACTION

October: The Month of the Rosary

By Sister M. Emmanuel, C.S.J.

St. George Convent, Bourbonnais, Ill.



October, the month for Family Rosary.

■ Since it is traditional to think of October as Guardian Angel month, as well as the month of the Rosary, these themes provide the major aims:

1. Increased spiritual awareness in times of prayer, work, study, play, temptation, and the emotional upsets of childhood and adolescence, through an activated realization of the part that Mary and one's Guardian Angel play in all phases of living.

2. Deepened familiarity with Christ and His Mother through the knowledge derived from a study of the mysteries of the Rosary.

During September there was prayerful effort at living out the "Morning Offering" by giving prayers, works, joys, and sufferings to Mary that she might offer them in union with Christ's Sacrifice of the Mass continuously offered to His Father. These little offerings or "deed-gifts" were given to Mary in honor of her birthday; now during October the child may wish to think of them as "deed-roses." Through their transubstantiation in the mystical order, they become part of the Church's garland of graces with which Mary encircles the world. This new approach is only a re-emphasis of what has been done in September.

October Projects

Tangible activities are not always necessary, but teachers find it useful at times to employ visual aids symbolic of the spiritual activity. For instance, the first day of October the students may be given a colored sheet on which are duplicated small circles, each representing one day's offering to Mary. The teacher's own initiative and ingenuity, coupled with God's grace, will create projects suited to her group, if they are needed. Much will depend upon the age,

interest level, and spiritual maturity of the group. Practices such as asking his angel from time to time during the day to take his offerings to our Lady will vitalize the student's faith, and lead to a more sincere devotedness.

Projects may or may not be considered useful in the development of the spiritual program here outlined, but never is the visual more important than in the teaching of religion. Bulletin boards during October usually blossom with picture sequences of the mysteries, providing stepping stones to simple meditation and from there to increased effective love of Jesus and Mary.

Dramatize

To assist the child in forming a picture of the various mysteries in his mind, dramatizing is helpful. It may be the joyous pantomime of first-grade students, the portrayal of the Bible stories interpolated with modern, (sometimes too modern) extemporaneities of the ten-year-old, or the more dignified, but less uninhibited attempts at dramatic interpretation presented by volunteers at higher levels, but in every instance both audience and performers are making more a part of themselves the mysteries of Christ—His Incarnation, Redemptive Passion, and the spiritual impetus arising from the glorious promises of our future rising with Him.

During the month attention may be given to such prayers as the "Hail Mary," "Hail Holy Queen," and "Memorare" as well as prayers used in saying the Rosary. Often we hear teachers of religion speak of "teaching children their prayers." This is a necessary activity, and review of memorized prayers may frequently be part of the day's plans in classes well beyond the grade level at which they are normally taught.

But more than simple teaching of rote prayers is needed; it is our duty to study with the children the inner meaning and beauty of the words and their personal application in relation to the individual and God. After such study a few minutes more would not be wasted if used to provide a quiet time in which students might think quietly and prayerfully on what they have learned. In the rush of today's world we must help the student not only to find times of quiet, but to use them effectively.

Students Contribute

In support of these religion projects, talented students should be encouraged to contribute inspirational material, whether it be art, music, or some phase of the language-arts program. Individuals have appreciated and profited from choosing each evening a different mystery of the Rosary about which to create "picture shows" in the imagination while falling asleep. This creative, prayerful thinking is often a springboard for later worthwhile constructive contributions to the apostolic efforts of the Mystical Body of Christ as well as a builder of the prayer-life within the maturing Christian.

October is an excellent month for beginning or renewing the habit of using a "bed rosary." Some children discover during this month the idea of using their angel as a companion with whom they can speak, not only in times of joy and success, but also when oppressed with loneliness, discouragement or insecurity. Experience has shown that there is nothing better than friendship with a Guardian Angel to lead a child to Mary, and through Mary on to Christ and the Trinity.

Make your classroom a Writing Laboratory

By Laura M. Light

Parker Practice School, Chicago, Ill.

■ The greatest problem in composition classes is not teaching children how to punctuate, but giving them an incentive to punctuate correctly. I have used this blackboard-newspaper technique successfully in all elementary grades.

After the usual discussion regarding subject matter, the children take turns putting compositions on the board. Capable pupils are chosen first. They may write the story on paper when organizing it, but must not take it to the board. That keeps the composition from being a copy of Mama-directed homework.

During the class period I read the story aloud without comment and ask the children to tell what is *good* about the work. That bolsters the author's ego so that when the corrections are made he will not be discouraged. After that, we discuss the title and each sentence individually to see whether we can "make them any better." We do not use the term "looking for mistakes." Everything from subject matter to sentence structure is discussed. Each critic must speak directly to the author which gives him a chance to defend his writing.

Because these stories have the undivided attention of the class, the pupils understand the reason for rules of grammar and punctuation. In this way rules are meaningful and a few sentences given later for drill usually fix them in the pupils' minds.

All corrections are made with yellow chalk by the author. Misspelled words are underlined and the correct words written above. Letters that should be changed from small to capital, or vice versa, are encircled. When the corrections are finished, the class votes on a mark for each phase of the composition — English, spelling, and writing. To avoid letting children get high marks because of popularity only, I say that I agree with those who voted for a mark of "G," et cetera. If the majority of the class seem to disagree with my mark, I enumerate the deciding points, and

say definitely it is *good* or *excellent* or *poor* work for this grade.

Because children do their best work for their peers, the results of this technique are outstanding. By criticizing others they become conscious of what constitutes good composition, and improve their own. I have had pupils become so interested that they bring me compositions that they have written at home "for fun." In my files are stories produced by fifth grade boys, as well as girls, that are written in chapters, typed, and illustrated.

When I have two grades in the room, I often correlate English composition and geography. The children "take trips" to the countries studied and put their reports on the board. After the board work is marked, the author writes the corrected work on duplicating paper to be reproduced so that each child has one for his "Travel Book." They make suitable covers in art class and each pupil takes home an autographed copy of every person's work, as well as valuable geographical information.

At Parker Practice School in Chicago, at the time I wrote this article, I was teaching two seventh-grade rooms of English which alternate writing articles and fiction for our "magazine." This does not detract from the usual school paper because ours represents the work of every child in a class, while samples of the best work of the entire building are in the school paper.

As I have taught in all elementary grades I have varied the work accordingly. First grade children write only two to four sentences, but eighth graders have a problem getting all of the story on the board, hence, they learn to be concise.

This type of work has sociological value also. When a sixth grade class became too pugilistic, we used the subject "how to win friends and influence people." It was effective because each story was read so many times. In second grade, one boy wrote that he got

two electric trains for Christmas, an American Flyer and a Diesel.

A critic said, "You shouldn't say 'Diesel.' You should give it a name — a, well — a brand name."

A wink from the teacher encouraged the critic, who continued until the author admitted that he got only one train. He was allowed to rewrite the story.

A few times a year my classes write compositions on paper as "a test to see how much we have learned from the blackboard work." My red pencil does not get the workout that it did before I used this procedure.

For primary classes

Science Verses

At the end of each unit the author put into verse the facts learned. Reciting or even singing the verses was a great aid to remembering.

AIR IS EVERYWHERE

God in His goodness
Has been generous with air,
It's found here and there
And everywhere!

It's inside of me
And outside of me,
There is plenty of it,
And it's free!

It's found in containers
Of every kind.
Although you can't see it
It's easy to find.

It pushes me to school
On certain days.
I've seen it work
In many ways.

It dries the walks
Much to mothers' joy,
And it keeps the kites flying
For every girl and boy.

SOIL

Soil hides a mint of color,
Cares for seedlings like a mother,
Nourishes plants great and small,
Provides food for creatures all,
Conceals crawlers, insects, moles,
Rabbit hide-outs, snakepit holes.

By Sister Marie Vianney, O.P.

SS. Peter and Paul School, Saginaw, Mich.

An International Discussion on Mission Catechetics

By Rt. Rev. Msgr. Anthony N. Fuerst

St. Mary's Seminary, Cleveland 8, Ohio

■ An International Study Week on Mission Catechetics was held, July 21-28, at Eichstaett, near Munich in Bavaria, Germany, just prior to the Eucharistic Congress in Munich. Missionaries and their superiors, friends, and associates from all parts of the world, to the number of approximately 400 participated. The leader of the congress was His Eminence, Valerian Cardinal Gracias, Archbishop of Bombay. Rev. Johannes Hofinger, S.J., head of the Institute of Mission Apologetics, Manila, acted as moderator of all the conferences.

An Ancient Mission Center

In a welcoming address, Most Rev. Joseph Schroffer, Bishop of Eichstaett, observed that his city of about 35,000 population was an eminently appropriate place for such a gathering because, among other reasons, it was a missionary center chosen as headquarters by Willibald, an Irish monk who evangelized Bavaria.

Evangelize the Whole Man

The first formal speaker, the famous catechist of Paris, Rev. André Brien, director of the Institut Supérieur Catéchétique, compared present world conditions with those of the migration of nations in the fifth century. He cautioned that in our times religious teaching cannot be content simply with didactic truth, which is contained in clear formulas and can easily be committed to memory, but should try to lead man in his entirety toward the new law which is the Kingdom of Christ. His Eminence, the Archbishop of Bombay, the second speaker, corroborated the message of Father Brien in a quotation from the late Father Gavan Duffy, the apostle from Ireland to India: "Everything helps. Study and sport and exhortation and religious practice. All these are tools with which you mold your children to the form of Christ."

Characteristics of Missionary Catechetics

His Excellency, E. Larrain, Bishop of Talca in Chile, who was unable to be present, sent his paper to the meeting where it was read on July 22. He insisted that missionary catechesis should concentrate on the essentials. The missionary should avoid any mixture of Biblical truths and private revelation without discriminating between the hierarchy of values and their counterfeits. Speaking of the "conversion of the heart," he said that the learner, the catechumen, should conceive of his religion not as a "duty" but as a loving response to the initiative taken by God. . . . The catechist should not forget that he should not appear to his hearers as a person who teaches a lesson devoid of life . . . but . . . as a witness who speaks of what he has personally experienced.

Editor's Note: We are indebted to Msgr. Fuerst for this day by day account of the International Study Week on Mission Catechetics. Although it has been necessary to condense Msgr. Fuerst's report quite arbitrarily, we have, generally used his own words without quotation marks. The quotation marks in our condensation usually set off words of the speakers at the meeting.

Meaning of the Kerygma

The second speaker on July 22, Father Grasso from Rome, dealt with the meaning of the kerygma. To him the kerygma, or as he put it, the "missionary preaching of the Church," is the first stage . . . it differs from catechesis which initiates into the Christian community those who have already accepted the kerygma. . . . In revelation Christ is presented to us in a story with three phases: a *prologue*, in the Prophets of the Old Testament; the *narrative*, in the Gospels; the *epilogue*, in the life of Christ after His ascent into heaven. During the time of the catechumenate He was also proclaimed and heralded in the Apostles' Creed. . . . Christ, explicitly as well as implicitly, was the core of prayer and liturgy in the whole of primitive Christianity.

Light on Africa

Dr. Walbert Buehlman, O.F.M.Cap., a veteran missionary with an expert knowledge of African psychology and catechetics, discussed "Missionary Adaptation of Our Catechesis." The first need, he said, is that of adaptation. The missionary must, in a sense, die and be reborn to the race to which he has been sent. . . . The African learns by doing. The Bible is also important, because the Africans understand the Bible better than the Europeans . . . because their culture is of similar vintage. The liturgy is also well adapted to the African. . . . The missionary must be extremely careful in his discussion of paganism. He can approach these pagan views as something to be condemned, a betrayal of reason, pure superstition. This approach is dangerous and can be fatal; it might lead to the rejection of Christianity itself. The other approach, the positive, seeks to establish a relationship with paganism. "The essential thing is to Christianize paganism as far as is possible and desirable."

Development of Catechetics

July 23 was marked by the appearance of several prominent German catechists. First of these was Dr. Klemens Tillmann, of the Oratory of Munich. His theme was:

"origin and development of modern catechetical methods seen from a missionary viewpoint." He is the originator of the original material of the new German catechism and the author of many books in German for children and youth. His talk can be summarized in his own words: "The catechetical method of our day has brought in the harvest of nearly two thousand years. From contemporary times it borrowed a theological view centered on salvation, and the advances made in educational practice and in child psychology; from the beginning of the century its methodical care and the formation of the normal steps (preparation, presentation, explanation, resume, and application); from the Post-Tridentine period the religious instruction of all children, and the book, the catechism; from the Middle Ages, a recognition of the importance of a religious milieu and of catechetical formulas; from the early centuries of the Church the spirit of the catechumenate and that of a vital liturgy. But from the beginning it has been inspired by God's own work and God's word, bestowed on us in the catechist of catechists, in Jesus Christ, Our Lord."

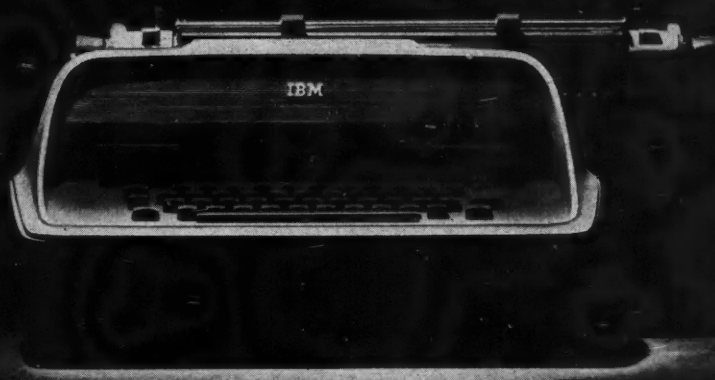
He was followed on the rostrum by Father Leopold Denis, the director of the Centre Documentaire Catéchétique, Mayidi, Congo. His subject was: "advantages and difficulties of modern methods in mission catechetics." Among the modern advantages of the new modern methods in mission countries, he enumerated the following: the step now known as initiation is readily applicable to the Africans, because these Africans do not "acquire their native religion in a theoretical way. It is through these rites celebrated in the family circle or clan that the children are initiated into ancestral beliefs." Hence, it is extremely important to give them the truths of Christianity as an entrance into a group (the Church), as a participation in a newer and higher life shared with others. "Moreover, the mystery of Christ as it is phrased in the pages of Scripture is 'good news.'" Hence, "nothing appears more in harmony with the mentality of pagan peoples in the underdeveloped countries than this concrete and optimistic presentation of Christ and of Christianity. The idea of a miraculous Redeemer awakens a profound response in their beings." In addition, the presentation of the "good news" is through the Bible if we are to believe the present exponents of the system. "It has been said of the Biblical man that he 'has gift of assimilation' and the faculty of storytelling, a sense of the past and of continuity, a need to instruct and to communicate his thoughts. All this can be said of the African."

Liturgy Uses the Bible

The African missionary realizes that the liturgy which makes abundant use of the Bible is also an excellent—and necessary—means of initiating the African into the religion of Christ. "It is the means of impregnating his whole life with the spirit of Christianity. Liturgy will accompany him his whole life long and remind him, in the prayers and readings of the Proper of the Mass, of all that he has been taught."

Speaking of difficulties, Father Denis mentioned the formidable problem of translating these methods into the various languages and the problem of selection and of treatment. He recommended that pertinent parts of the Old Testament be translated. He called for further pre-training and in-service training of missionaries and for lay teachers of religion.

(Continued on page 52)



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Observe FIRE PREVENTION WEEK

October 9 to 15

■ Fire Prevention Week this year will be observed from October 9 to October 15. It is sponsored by the National Fire Protection Association, 60 Battery-march St., Boston 10, Mass.; the National Board of Fire Underwriters, 85 John St., New York 38, N. Y.; 222 W. Adams St., Chicago 6, Ill.; 465 California St., San Francisco, Calif.; the National Fire Waste Council; and the Chamber of Commerce of the United States, 1615 H St., N.W., Washington 6, D. C. Any of these institutions will send you, upon request, suggestions for your program of fire prevention and fire safety and a list of its publications which are up to date and available.

From the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C., you can get a free catalog of the safety publications of the National Commission on Safety Education.

The Fire Equipment Manufacturers' Association, 1 Gateway Center, Pittsburgh 22, Pa., will send you information about the various types of fire extinguishers, how to choose the kind you need, and their care and operation.

Revised Building Codes

The National Fire Protection Association recently issued the 1960 edition of *Building Exits Code*, a 256-page book which you can obtain for \$1.50.

This new book includes the new

provisions dealing with life safety in schools. The revised code places most stress on interior arrangements to minimize the spread of fire and smoke.

It emphasizes the safety element of school buildings with exits direct to the outside from any classroom, favoring one-story buildings. It requires the inclosure of interior stairways, specifies the use of interior finish of low flame-spreading rate, and limits the maximum distance of travel to exits.

The fact is noted that it is the burning of contents and interior finish that contributes principally to loss of life in school fires. According to Robert S. Moulton, secretary of the committee on safety to life of the NFPA, combustible structural material of the building does not become involved until long after fatal smoke has spread throughout the building.

The Fire Chief Speaks

Speaking at a recent safety conference at Cornell University, B. Richter Townsend, executive director of the International Association of Fire Chiefs, said:

"We must strive to prevent fires by the design and construction of buildings. We must provide adequate means of escape and thus reduce the evacuation time to the shortest period. We must train personnel, teachers, administrators, maintenance workers and our children

to insure that they will react properly when fire occurs and to insure further that they never become negligent because of lack of vigilance," and:

"Each supervising principal must have knowledge each morning before his school is open to the students that all established safety standards are met. Greater emphasis must be placed upon evacuation procedures, and the teachers must be trained to take immediate action to sound an alarm whenever the slightest hazard is brought to their attention. The reduction of the hazards to near zero results from mutual understanding and co-operation between the taxpayers of the community and the officials and personnel of our educational institutions. Working together, we can materially reduce the loss of life in our school buildings."

The address of the International Association of Fire Chiefs is: 232 Madison Ave., New York 16, N. Y.

Your Program of Safety

Fire Prevention Week is a time to see that all fire hazards in your school are removed; to make sure that all children and teachers know just what to do in case a fire should occur; and to have children inspect their own homes for fire safety. The fire department in your town will help you to plan an efficient program, and probably will send a speaker to talk to your pupils.

Mission Catechetics

(Continued from page 50)

Dr. Joseph Goldbrunner of the University of West Berlin, who has conducted several summer-school courses at the University of Notre Dame, discussed the "catechetical method as handmaid of the message." Both method and kerygma are important.

The Bible the Basic Book

Most Rev. Arthur Elchinger, Bishop Coadjutor of Strassbourg, was the first and an outstanding speaker on July 25. To him "the Bible recounts the acts and the intentions of God. The sacraments introduce us to or maintain within us this sacred story. . . ." For example, in studying the mercy of God in the Bible we find that "a living image of divine compassion

is engraved on our hearts and we are able then to tell accurately whether a definite course of our own corresponds to God's way of acting." Speaking of the pedagogy of the Bible, he said, "Man put into the presence of the Bible will feel the call of God more directly than if the catechists intervene with their own intellectual constructions and fabrications." . . . The Children must be taught not only the story of salvation but also the economy of salvation. How incorporate this in the Bible? (a) Present the various stages in the story of salvation as they find their parallel in the liturgical year; (b) link the instruction on prayer to the teaching of God in the Bible (e.g., the words of Jeremiah); (c) vivify the rules of Christian life by constant reference to their Biblical sources. These rules though simple have to be cautiously applied by means of the laws of pedagogy.

"The Catholic Catechism"

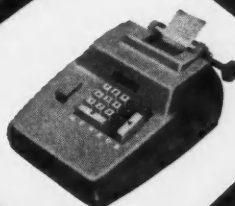
Dr. Hubert Fischer, president of the Deutscher Katechetenverein of Munich, presented an interesting history of the new German catechism, the English edition of which is *The Catholic Catechism* (Herder and Herder, New York, N. Y.). The Bishops of Germany decided to produce an entirely new catechism that should be: God centered, Christ centered, Church centered, child centered, centered on living, and centered on our times. This new catechism can be used only for the upper grades but new books are being prepared for the primary level.

Following the history of the new German catechism, Rev. Martin Ramsauer, S.J., a collaborator of Father Hofinger at the Institute of Mission Apologetics at

(Continued on page 56)

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THE FRANCISCAN EDUCATIONAL CONFERENCE

The forty-first meeting of the Franciscan Educational Conference was held at Quincy College, Quincy, Ill., August 9-11. This year's theme, "Franciscan Ideals and Family Problems," brought together some 75 friars of the various Franciscan groups from the United States, Canada, and Mexico.

Hosts of the conference were Very Rev. Dominic Limacher, O.F.M., provincial of Sacred Heart Province, and the Quincy College community. The delegates were welcomed in the name of the Provincial by Very Rev. Pius Barth, O.F.M., provincial-emeritus and definitor of Sacred Heart Province. He reminded the convention that "Franciscan idealists must approach the many problems of family living in our time not merely as sociologists of the useful, not merely as psychologists of the obvious, but especially as theologians of the divine."

In his presidential address, Rev. Maurice Grajewski, O.F.M., St. Francis College, Burlington, Wis., explained the importance of the conference theme in view of the modern family problems, and pointed to the traditional Franciscan approach to the subject. He also announced that a former vice president of the FEC, Very Rev. Basil Heiser, O.F.M.Conv., had been elected minister general, the highest office in the Franciscan Order.

Among the subjects discussed were: The philosophy of the family in the teaching

of St. Bonaventure; The psychological techniques for communication in the family; The working mother and modern society; Franciscan moderation and family life; The Franciscan and the specialized needs of certain members of the family; The socioeconomic question and family life (pointing to the Industry Council Plan of Pope Pius XI as outstanding); The history and role of organizations for family protection; Theology for adults and the promotion of family life; The role of parents as educators in the home; The moral problems facing parents; The family and its aged members; Women's role in the restoration of family life; The sociology of the migrant worker family; The status of obedience and authority in the home; Modern problems in the home (youth); The home and vocations.

Rev. Bertin Roll, O.F.M. Cap., of Pittsburgh, Pa., read a paper on "The Christian Mothers Organization." There are some 2600 confraternities affiliated with the Archconfraternity, of which Father Bertin is the director general.

Officers of FEC

The following were elected as officers: Very Rev. Pius Barth, O.F.M., provincial-emeritus of Sacred Heart Province was chosen president. Rev. Juniper Cummings, O.F.M.Conv., of Assumption Seminary, Chaska, Minn., was elected vice-president. Rev. Dr. Sebastian Miklas, O.F.M.Cap., Capuchin College, Washington, D. C., was re-elected secretary. Rev. Aidan M. Carr, O.F.M.Conv., of St. Anthony-on-the-Hudson, Rensselaer, N. Y., was chosen commissioner and Rev. Irenaeus Herscher, O.F.M., St. Bonaventure University, St. Bonaventure, N. Y., was re-elected treasurer of the organization.

COMING CONVENTIONS

"The Place of the Press in Our Lives Today" is the theme of the 1960 National

Catholic Education Press Congress to be held in Milwaukee, Wis., Nov. 11-13. About 2500 high school and college students and advisors are expected to attend. The meeting is sponsored by the Catholic School Press Association and Marquette University's College of Journalism.

St. Louis University will sponsor a regional assembly in co-operation with the American Assembly of Columbia University Oct. 27-30. The assembly will discuss the subject of federal government and higher education. Sixty participants, prominent in various fields, are being invited to participate in the conference at Pere Marquette Lodge, Grafton, Ill.

October 20, 21, Catholic Educators Association of Pennsylvania, 40th Annual Convention at Cathedral Preparatory School, Erie, Pa. Very Rev. Msgr. Edward H. Latimer, 620 Peach St., Erie, Pa., director.

Lunch Aid to Private Schools

Private schools will receive \$5,445,777 during the current fiscal year, ending June 30, 1961, under the government's National School Lunch Act. The Agricultural Marketing Service of the Department of Agriculture said that an additional amount will go to private schools from the various states. Where states prohibit the distribution of public tax money to private schools, the Federal Government withholds a certain percentage of that state's allotment and administers the program directly with the school.

The total amount to be distributed through the school lunch program will be \$93,600,000. Of this amount, \$88,154,223 will be handled through state departments of education. The remainder will be administered directly to private schools through the Agricultural Marketing Service.

(Continued on page 59)



Franciscan educators at their 41st meeting. Quincy College, Aug. 9-11, 1960.

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 Christ the King, Norfolk, Va.
 Holy Angel, St. Louis, Illinois
 Srs. of Atonement, Bingham Canyon, Utah
 St. Therese's, Andyville, Kentucky
 Corpus Christi, St. Louis, Mo.
 St. Aloysius', Jersey City, N. J.
 St. Joseph's, Green Bay, Wis.
 St. Mel's, Woodland Hills, Calif.
 St. Paul's, St. Petersburg, Fla.
 Holy Cross, 43 St., New York, N. Y.
 St. Joseph's, Poughkeepsie, N. Y.
 St. Simon and Jude, Roosevelt, N. Y.
 St. Louis School, Pittsford, N. Y.

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Mission Catechetics

(Continued from page 52)

Manila, discussed "the qualities of a good mission catechism." This, he said, must present the message of salvation in Christ as good news, as a divine invitation, calling for an answer.

Importance of Liturgy

Most Rev. Joseph Blomjous, Bishop of Mwanze, Tanganyika, Africa, a veteran White Father missionary, began the session of July 26 with a discussion of "the Fundamental Interpolation of Missionary Catechesis and Missionary Worship." Liturgy, he said, besides being the "laus Dei" is also the God-given help by which we are enabled to live our faith: it is not only instructive but also sanctifying. He quoted from Pope Pius XI's encyclical *Quas Primas*: "The splendors of the liturgy are far more efficacious than the documents of the ecclesiastical magisterium — even the most important — for instructing the faithful in divine truths, and rousing them to spiritual and interior sentiments" . . . it expresses only revealed dogma.

A key paper which supplied material for several workshops was "How Can We Make the Mass Catechetically More Effective?" It was contributed by the noted missionary from China, His Excellency, Most Rev. Charles E. Weber, S.V.D., Bishop of Ichowfu, China. In early Christian times, he said, the newly baptized "found themselves in a community which believed, persevered, prayed, and offered sacrifice together in the unity of brotherly

love." Since the promulgation of the decree on lay participation in the Mass a fairly extensive attainment of missionary aims has been achieved.

After discussing the principles and the cautions, charity, and reverence that should be observed in requesting changes, the speaker listed several permissions which ought to be sought at least for the people of the missions if not for the whole world. Among such requests: Priests should be permitted to read the Epistle and Gospel directly in the vernacular without the aid of a lector and without duplicating them in Latin. Permission to sing the mother tongue during sung Masses (already true in Germany). The Mass of the Catechumens should be reformed to restore it to its original function — that this pre-Mass be in the vernacular throughout and that a greater selection of texts from Sacred Scripture for the various seasons be used — and that the cycle of texts should be spread over four years rather than one. He proposed also some shortening of the Mass and that all the audible parts of the Mass should be in the vernacular, while the Canon and other silent parts be recited by the priest in Latin. He said that these proposed changes are based on the fact that they are so absolutely necessary for our missionary tasks.

His Excellency, Most Rev. William Duschak discussed "the catechetical importance of Sunday services in the absence of the missionary."

Approaching the Pagan Mind

On July 27, Rev. Joseph Spae, C.I.C.M., editor of the *Missionary Bulletin* of Tokyo, spoke on "how to reach and win unbelievers by missionary preaching." To over-

come a certain combative anti-Catholic attitude, we must not forget that there is nothing that can withstand God's grace . . . [and] all nations possess antecedent Catholic religious attitudes and these the missionary must discover and evaluate in his first contact with the pagan mind.

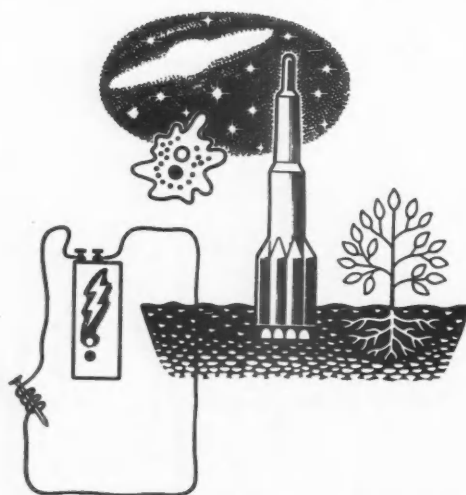
As an obstacle to conversion, Father Spae cited the fact that Western forms of culture are conquering the world and these tend toward moral indifferentism and relativism. "As for Catholicism with its absolutes of truth and love, it has never been seriously tried in modern times." "We need a special book, the pre-catechism, a book that should not be cast in the form of a textbook but of the Gospel; it should focus on the life and personality of Christ."

Father Paul Bruggisser of Switzerland discussed "the instruction and formation of adult catechumens." Sister Pia, C.P.S., of Mariannhill, South Africa, urged the "missionary urgency of a better catechetical training of parents." The parents must realize their obligation to instruct and train their children and must be taught how to do so.

Training of Catechists

The last day of the Study Week, July 28, began with a practical, detailed outline of "How to Train Missionaries, Sisters, and Lay Catechists," by Pater Jacquemart, of the Paris Foreign Mission Society. The need of the missions, he said, is more native catechists — well-qualified catechists. The catechist should become and be "a true Christian." He should be made to realize that as a Christian "he is a child of God and lives in unity with Christ under the guidance of the Holy Ghost and

(Concluded on page 59)



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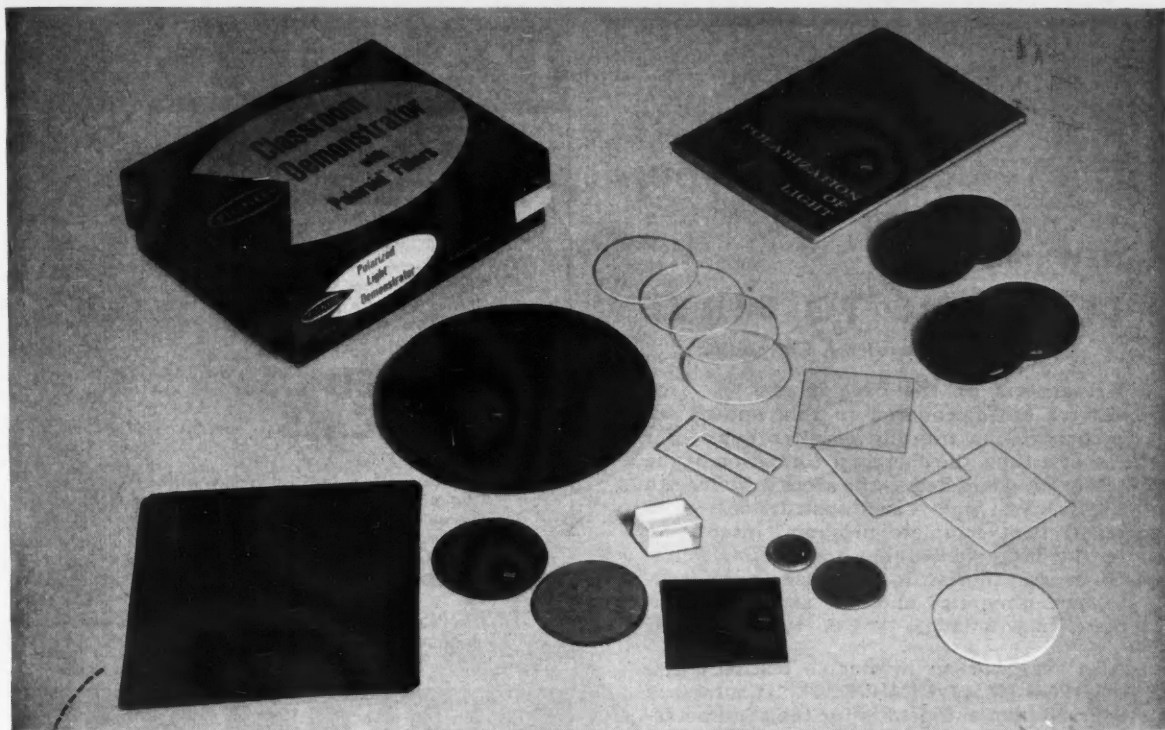
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Mission Catechetics

(Concluded from page 56)

the protection of the Mother of God." He must proclaim the kerygma which is in the Bible. The second vehicle of teaching is the liturgy ("integrated worship,") which as Pope Pius XII said, must teach, it must be significant for private life, and it should give meaning to life in the community. And there must be a solid theological core to unify and to make permanent the lessons which they (Bible and liturgy) teach.

His Excellency, Most Rev. Mark Gopu, Archbishop of Hyderabad, spoke on "Centers of Catechetical Apostolate," quoting from the 1950 Congress in Rome: "the Holy See cannot insist too strongly on these centers being set up." He spoke of diocesan and national and regional centers.

At the closing session, Father Hofinger addressed the teachers of catechetics. He spoke of demonstrations — by pupils in the classroom itself, by the professors, by the seminarians under the supervision of competent teachers. The professor of dogmatic theology has the task to show the beauty and the coherence of the various dogmas of faith, in themselves and in their totality. The moral theology professor has a task comparable to the dogmatic theology professor. His explanations are usually as dry as dust. The beauty of the moral law as expressed in the law of Christ is known to all who are interested in finding it.

A Final Message

In his closing remarks to the Study Week on Mission Catechetics, Valerian Cardinal Gracias, the Study Week president, strongly affirmed that the aim of modern catechetics "is not merely intellectual knowledge, but above all, the conquest of the heart issuing into right conduct." He said that "our great problem today is to produce enlightened Catholics, such as will be able to give a reason for the faith that is in them. And this can be assured only if the foundations are laid early in life when catechism will be taught to our children in such a way that growing in age, they grow in wisdom and Grace."

The Cardinal noted that "never before have I learned so much of catechetics." The Study Week "has helped me to realize how much we who were born in a different age have been the losers, and how much those of today stand to gain. . . . The emphasis was in the right direction . . . our conclusions a definite gain. We have concluded our labors wisely and profitably. It has been for me a great and rich experience."

NEWS

(Continued from page 54)

AD MULTOS ANNOS

★ REV. CHARLES I. DOYLE, S.J., psychologist and founder and director of Chicago's Loyola University Guidance Center, celebrated 50 years as a Jesuit, July 24. Father Doyle, who is 71, has taught at St. Mary's College, Kansas, and Marquette University, Milwaukee. He has taught at Loyola since 1933. In 1941 he established the guidance center, which has served about 8000 families counseling and guiding parents and children.

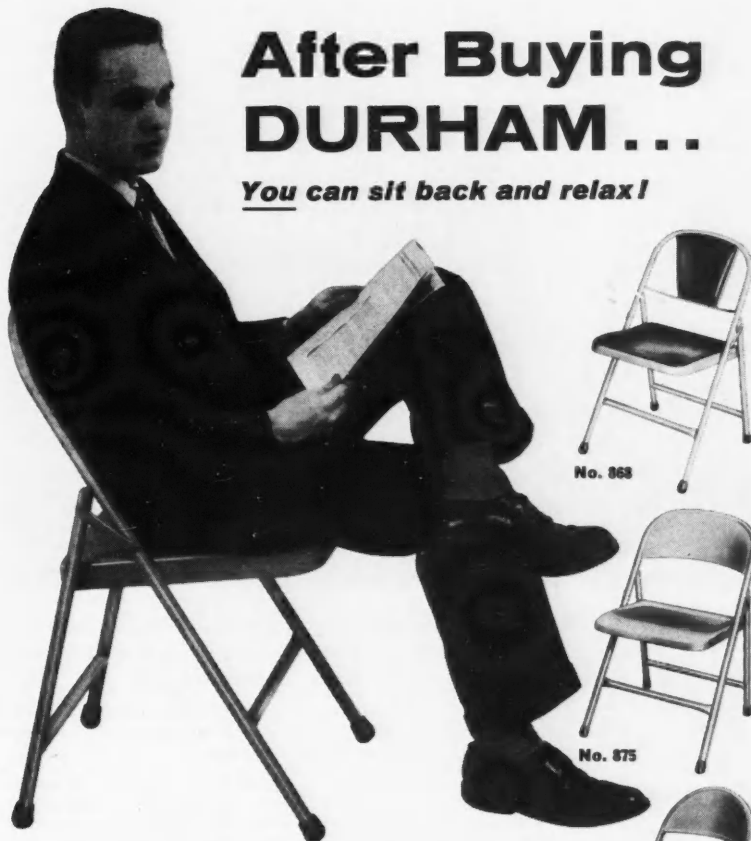
★ REV. ALPHONSE M. SCHWITALLA, S.J., a leader in Catholic medical education, celebrated his 60th anniversary as a Jesuit. Father Schwitalla is dean emeritus of the school of medicine at St. Louis University. In 1948 he became the first nonphysician to receive the certificate of merit and gold medal of the American Medical Association "for outstanding effort for the public welfare on a national level."

★ BROTHER EUGENE FRIEDERICH, S.M., celebrated the silver jubilee of his religious profession Aug. 15. Brother Eugene, formerly secretary to the president of the University of Dayton (Ohio), was assigned to Colegio Ponce in Ponce, Puerto Rico, in 1958. Since January of this year he has taught at Colegio San Jose in Rio Piedras.

REQUIESCANT IN PACE

● HIS EMINENCE JOHN CARDINAL O'HARA, C.S.C., Archbishop of Philadelphia, died on Aug. 28 at the age of 72. A solemn funeral Mass was celebrated at the Cathedral of SS. Peter and Paul in Philadelphia on Labor Day by Cardinal Spellman with a sermon by Cardinal McIntyre. Cardinal O'Hara was buried at the University of Notre Dame, Notre Dame, Ind., where he was president of the University from 1934 to 1939. His Eminence Cardinal O'Hara was consecrated as a bishop in 1940 by Cardinal Spellman. From 1940 to 1945 Cardinal O'Hara was an auxiliary to the Archbishop of New York acting as Military

(Continued on page 60)



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NEWS

(Continued from page 59)

Delegate of the Army and Navy Ordinate.

● REV. J. EUGENE GALLERY, S.J., 61, former president of the University of Scranton, died of cancer, July 23, at Georgetown University Hospital.

Father Gallery, a native of Washington, D. C., received his M.A. degree from Georgetown in 1920. He left a business career in 1931 to enter the Society of Jesus and was ordained in 1939.

● REV. PETER J. DALY, S.J., 51, headmaster of Loyola School at Park Ave. and

83rd St., New York City, died of a heart attack, July 23, at Pisa, Italy. Father Daly was a commander in the Naval Reserve Chaplain Corps. He was serving as chaplain of the Navy transport General Patch.

● REV. BERNARD DEMPSEY, S.J., professor of economics at Marquette University, died in his sleep on July 23, at the age of 57. He was formerly regent of the school of commerce and finance at St. Louis University and president of the Catholic Economic Association.

● RT. REV. MSGR. JEREMIAH S. BUCKLEY, pastor of St. John the Evangelist Parish, Concord, N. H., died, Aug. 25, at the age of 75. Msgr. Buckley was a former vicar general of the Diocese of Manchester. He was an expert on canon law. In 1925 he

was named a Prothonotary Apostolic ad Instar.

● REV. J. CYRIL DUKEHART, 54, died at Ocean City, Md., July 16. Father Dukehart was associate secretary of the seminary department of the National Catholic Educational Association, Washington, D. C. A former teacher and president at St. Charles College (Md.), he set up the seminary department office in 1958.

● REV. JAMES J. REILLY, S.J., died Aug. 3 at Loyola University of Los Angeles, Calif., where he had taught physics for 10 years. Father Reilly was 42 years old.

● SISTER M. CATHERINE SUELZER, S.S.-N.D., died July 14 in Elm Grove, Wis., at the age of 59. In 1947 she became an elementary school supervisor for the diocese of Madison, Wis., and in 1957 she was appointed professor of elementary education at the Catholic University of America, Washington, D. C. Sister also had been a member of the faculty at Mount Mary College, Milwaukee, Wis.

● SISTER MARIE BLANCHE, S.S.N.D. de Namur, who was 77 years old, died Aug. 6 at Hamilton, Ohio. She had been a teacher and principal of schools conducted by her community in Ohio for more than 50 years.

● SISTER M. CECILIA FITZGERALD, C.S.J., one of the pioneer band of eight Sisters of St. Joseph of Orange, died Aug. 7 at Orange, Calif. She was 85. Sister came to California from La Grange, Ill., in 1912 with the original group of Sisters.

● REV. KURT BECKER, S.J., author and associate editor of *Jesuit Missions*, died, Aug. 10, at Plattsburgh, N. Y., at the age of 45. Father Becker was the author of *Countdown*, a science fiction book for boys, and *I Met a Traveler*, an account of a Jesuit's imprisonment by the Chinese Communists. He had also written critical articles, poetry, and historical essays.

● REV. JOSEPH J. SULLIVAN, O.P., professor of arts and mathematics at Providence College, Providence, R. I., for 30 years, died, July 18, in Harrison, N. Y. Father Sullivan had designed windows for the Dominican Novitiate in Washington, D. C., and diplomas used in Dominican ordinations. He was 83 years old.

● SISTER M. BARBARA, S.S.J., professor of history and political science at Nazareth College, Nazareth, Mich., died on April 9. Sister Barbara was recognized as one of the nation's authorities on constitutional law. She observed her golden jubilee as a religious in 1946.

● REV. FRANCIS X. BUSH, S.J., spiritual director at St. Louis University, died on Easter Sunday. He was 80 years of age. A Jesuit scholar and teacher, he had been professor of dogmatic theology at St. Mary of the Lake seminary, Mundelein, Ill., for 25 years before moving to St. Louis University.

● SISTER MARIE ATONIA, a pioneer in Catholic education for deaf children, died at Greensburg, Pa., on February 5 at the age of 85. Sister Marie Atonia was a member of Mother Seton Sisters of Charity and had spent 52 of her 66 years in religious life teaching deaf children. She was a former teacher, principal, and administrator at DePaul Institute for the deaf in Pittsburgh.

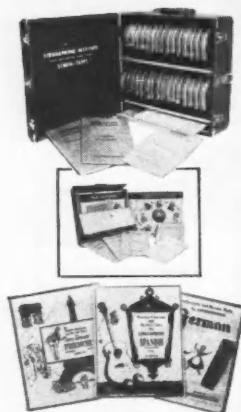
(Continued on page 62)



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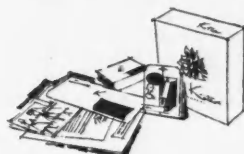
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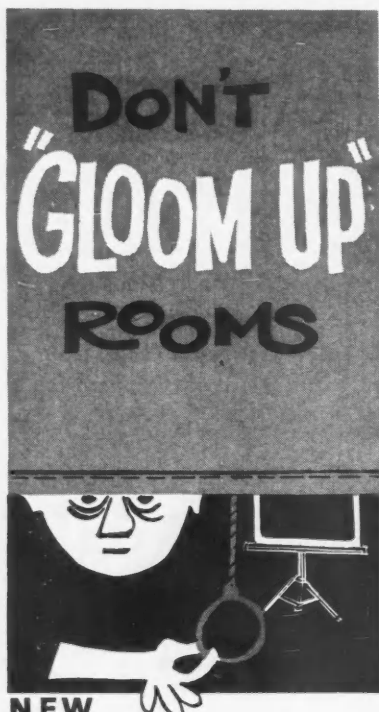
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NEWS

(Continued from page 60)

PUBLIC SCHOOL RELATIONS

School Support in Holland

About 37 per cent of the elementary schools in Holland are Catholic schools. These Catholic schools, like the public school and other denominational schools, receive their full support from the government. About 35 per cent of students of secondary schools in the Netherlands are in the 161 Catholic high schools which, for the most part, are fully supported by the government. This condition in Holland results from the 1920 Act on Primary Education which required a change in the 1917 Constitution.

Released Time Upheld

The Oregon Supreme Court in a recent 4 to 3 decision upheld a 1925 state law providing that children in public school, on the request of their parents or guardians, may be excused for two hours a week to attend a school for religious instruction.

Public Facilities for Catholic School

Students at Catholic High School, Piqua, Ohio, can and do use the facilities of Piqua (public) High School. The Catholic students are enrolled and receive credit in four classes offered at the public high school. In addition, the Catholic students use athletic facilities, for a slight stipend, and school nurses provided by the public school. This model of Catholic-public school relations was placed before the nation at the recent meeting of the American Association of School Administrators in Atlantic City by Superintendent W. F. Hoerner of the Piqua School System. Mr. Hoerner, who is not a Catholic, said: "In my opinion public tax money cannot be given directly to private and parochial schools, but certainly our services can be given to the children. An arrangement like this could temper the feeling that there must be complete separation of Catholic and public education." He further stated that "This working agreement is very good. Our high school band has even participated in some Catholic school and church functions. I certainly would encourage a relationship like ours. Catholics pay their share of taxes, and I don't see that public schools should discriminate against them." The question of bus transportation doesn't come up in Piqua.

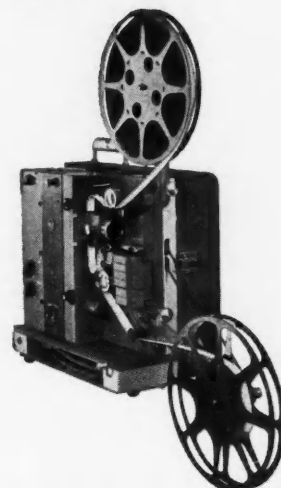
Seeks Religious Education in Nicaragua

A call for religious education in Nicaragua's public schools was made in an editorial by Pablo Antonio Cuadra, who is director of *La Prensa*, the daily newspaper in Managua, Nicaragua.

Cuadra, who heads the country's largest newspaper, said that "secular instruction is an outmoded, aristocratic dictatorship which refuses religious education to the people." He said that the present system of secular education restrains freedom of instruction by imposing a religious neutrality which is unable to fight the Communist danger.

(Continued on page 65)

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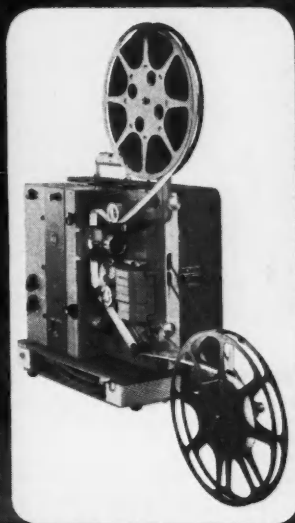


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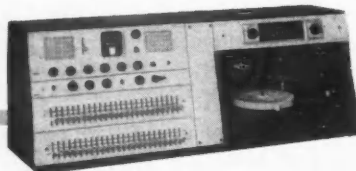


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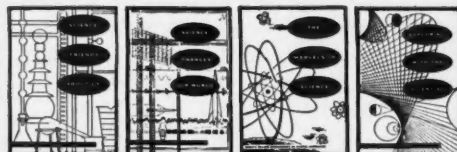
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NEWS

(Continued from page 62)

Students Protest Segregation

The National Federation of Catholic College Students has established a special fund to aid Negro students involved in "sit-in" protests against segregated lunch counters in the South. This was disclosed in a recent announcement by NFCCS president Bernard H. Martin. Arrest of Negro students participating in the non-violent "sit-in" demonstrations and their expulsion from their colleges is a "flagrant violation of civil rights," stated Mr. Martin. "Realizing the situation, we as Catholic students and Catholic student leaders have a special responsibility in this area." Urging financial aid to Negro students "in their legitimate efforts to obtain their natural rights," he pointed out that money is needed for such purposes as paying bail and fines and providing scholarships. As this statement was being issued, Catholic students from the entire country were encouraging, aiding, and even traveling many miles to support, if only morally, their southern Negro countrymen.

Urges Bible Reader

Rev. Walter M. Abbott, S.J., associate editor of *America* magazine, has urged that Protestant, Catholic, and Jewish Biblical scholars co-operate on a "common Biblical Reader" for public school use. Father Abbott said that such a reader would contain only certain scriptural passages suitable for reading in public school in states allowing it. He added that it would provide "a ready answer to the problem of what translation of the Bible should be used."

Encyclopedia Office Opened

Headquarters for the five-year project of producing a new English-language Catholic encyclopedia were formally opened at the Catholic University of America in Washington, D. C. Rt. Rev. Msgr. William J. McDonald, rector of the university and editor-in-chief of the encyclopedia, said that more than 100 contributors have been contacted for the project.

The university announced in September, 1959, that it would produce the new encyclopedia, which will replace the original *Catholic Encyclopedia*, published 53 years ago. Fifteen-volume sets will be issued by the McGraw-Hill Book Co., Inc., of New York. The project will cost more than four million dollars.

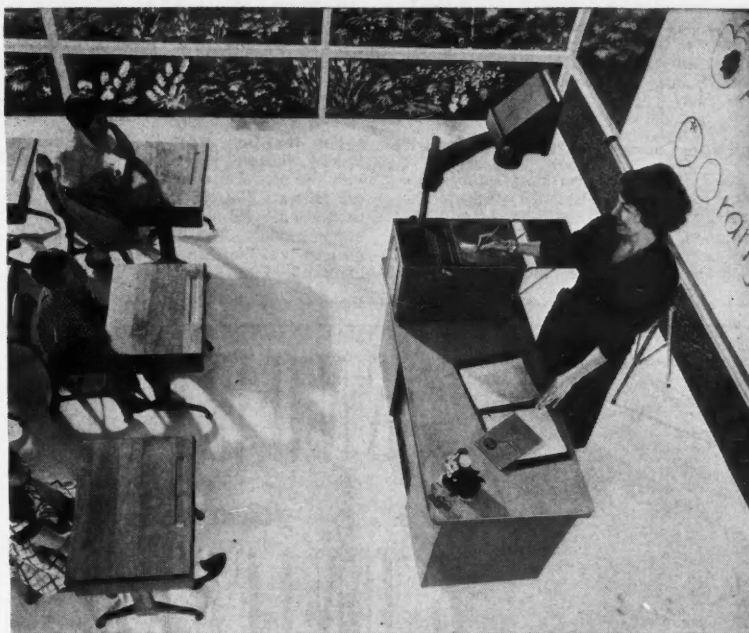
Catholic Bible Week

The Catholic Biblical Association of America has changed the annual date of Catholic Bible Week from February to November 6-12. The change in dates was made known last January by Rev. Joseph E. Fallon, O.P., chairman of the association's Bible Week committee stationed at the Dominican House of Studies, Catholic University of America.

Father Fallon said that the change will make Bible Week a followup to Mission Sunday, widely observed in churches on the last Sunday of October. It will also put the observance closer to National Bible Week, sponsored during the third week in October by a nonsectarian laymen's association in New York.

(Continued on page 66)

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NEWS

(Continued from page 65)

Catholic Bible Week was begun in 1952, the year which marked the 500th anniversary of the printing of the first Bible by Johann Gutenberg. Until that year, a "Bible Sunday" had been observed annually since 1941.

Religion Courses for Newman Clubs

Plans for a four-year program of religious education for Catholic students attending non-Catholic colleges have been announced by the Albany, N. Y., Diocese. The program, which Bishop William A. Scully of Albany hopes to have certified

for college credit, will be conducted through the 19 Newman Clubs of the diocese.

Courses will be offered in philosophy, the sociology of Scripture, marriage, liturgy, apologetics, and Church history. Seven Newman Club chaplains are studying at Boston College now to prepare a curriculum for the diocese.

Political Parties Support Libraries

For the first time in United States' history libraries have been incorporated into the platform of the two major political parties. Platform statements of both parties offer support for extension of library services. The Democratic platform pledged to "further federal support of libraries." The Republican platform an-

nounced the "support of library services to extend it to all our people."

The endorsement of library service extension points up the bipartisan support of the Library Services bill which currently is bottled up in the Rules Committee of the House of Representatives.

Praises U. S. Education

The Prefect of the Sacred Congregation of Seminaries and Universities has praised the "amazing vitality" of United States' Catholicism, especially in the field of education, in a letter acknowledging receipt of an annual report on the work of the National Catholic Welfare Conference.

The Vatican official, Giuseppe Cardinal Pizzardo, said that the increase of 700,000 — to a total of 5,300,000 — in the number of students in U. S. Catholic schools during the period covered by the reports, showed that the "Catholics of the United States are fully aware of the importance of the school question."

CCU Opposes Federal Aid

The Catholic Central Union voiced strong opposition to proposals for federal aid to education at its 105th annual convention in Little Rock, Ark.

The Union, which is a Catholic laymen's association dedicated to the study and practice of papal social principles, said that proposals for federal aid which would benefit public schools only were "manifestly unfair toward the private and religious schools" and posed a "serious threat to their continued existence." The Catholic Central Union said it is "in principle opposed to federal aid to the schools because . . . it will mean federal control."

Richard F. Hammerlein, vice principal and guidance director at Lyncourt Junior High School in Syracuse, N. Y., and a member of the department of education at Le Moyne College, was elected president of the Catholic Central Union.

Lay Volunteers for Latin America

The Holy See, through an appeal by Marcello Cardinal Mimmi, president of the Pontifical Commission for Latin America, has launched a program to enlist single and married laymen as "papal volunteers" to help train Catholic leaders in Latin America. The volunteer program called for teams of from three to 10 members to serve from two to five years, with the option of serving longer.

The United States' representative for the project will be the new Latin America Bureau of the National Catholic Welfare Conference. Rev. John J. Considine, M.M., bureau director, speculated that a year of planning will be required in the United States to develop "briefing and language centers" where volunteers could be trained.

Cardinal Mimmi said that volunteer teams will be needed for such activities as catechetical instruction, Catholic charities, urban and industrial problems, mass communication training, and English-language teaching, as well as teacher training.

Aid Youth Guidance

The Youth Department of the NCWC initiated the publication of the *American Journal of Catholic Youth Work* in conjunction with the National Conference of Catholics in Youth Serving Agencies. The publication, to appear three times yearly, will present both theoretical and practical knowledge to persons engaged in youth work. It is designed for leaders in non-Catholic as well as Catholic agencies.

(Continued on page 68)



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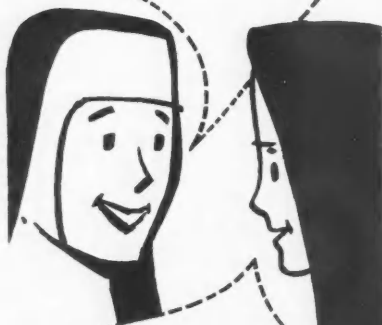


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NEWS

(Continued from page 66)

National Enrollment

For the first time in history the combined total enrollment in United States Catholic grade and high schools passed the 5 million figure. New figures show that 5,090,012 students are enrolled in this country's Catholic elementary and secondary schools. Catholic elementary schools set another record by having a 100 per cent increase in their enrollment since World War II. Church sponsored high schools enrolled 827,912 and grade schools enrolled 4,262,100 this school year. These figures were released by the National Catholic Welfare Conference Department of Education. There are 10,278 Catholic grade schools taught by 102,622 teachers. Catholic high schools total 2401, staffed by 40,869 teachers.

Spiritual Helps for Retarded Children

A number of small booklets have been released for parents and others who are concerned with the care of retarded children and their spiritual training. Some that have come to this JOURNAL's attention are:

Religion in the Home, by Katherine Byles, a monthly from the Paulist Press, 401 W. 59th St., New York 19.

My Guide to Heaven, compiled by Msgr. Feider, a special catechism for retarded children which can be obtained from St. Coletta School, Jefferson, Wis.

For Parents of Retarded Children, by G. Breitenbeck, published by Redemptorist Fathers, Liguori, Mo., is full of practical suggestions and useful information. It also has a sermon on understanding and a treatise on God's love.

College Offers Articulation Booklet

The Student Personnel Service of St. Francis College, Brooklyn, has issued a booklet on *Articulation on All Levels of Catholic Education*. It is a summary of the proceedings of the third annual teacher guidance clinic which was conducted by the college last February in conjunction with the Catholic Guidance Councils of the Dioceses of Brooklyn and Rockville Centre, New York. The booklet deals with relations between elementary and secondary school, a special section is featured on the Catholic elementary school graduate who enters a public high school, an analysis of the articulation problem between high school and college, and a report of the suggestions of cross section of speakers and discussants from both levels of education. The brochure is available for a nominal sum from the St. Francis College Press, Brooklyn 31, N. Y.

Machine Menace in Schools?

William Kvaraceus, Boston University professor of education, has thrown what seems to be a monkey wrench into the machine method of present day high school education. At the annual institute on school social work, held recently at Fordham University, he stated that innovations in the schools involving use of "teaching machines" have added to the threat of impersonality and isolation. "The increasing popularity and use of the

(Continued on page 70)

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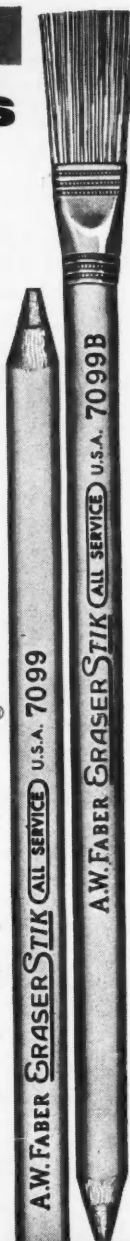
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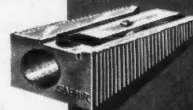
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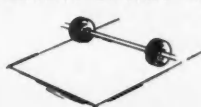
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NEWS

(Continued from page 68)

television set, language tapes, Skinner's boxes, IBM test scoring machines, movie projectors, film strips, and recordings have cut down on the human relationships in the classroom between student and mentor, it is doubtful whether a counselor, a school nurse, or a psychologist can fill in the widening gap," stated the educator. Digression from the commonplace pattern should be encouraged in the guidance process, he declared. School and pupil services must do more than repair and rehabilitate—they must shift their focus from consequences to causes of poor school performance and maladjustment, Mr. Kvaraceus said. "This will mean greater concern for improvement of the curriculum; it will require a study of the society of the school; it will call for exploitation of individual pupil differences; it will demand strengthening and increasing interpersonal relationships between pupils and teachers; it will require better selection and upgrading of professional staff; it will call for effective teamwork; and it will require an awareness of the implications of research for school practice," he declared.

Jesuits Contemplate New University in Texas

The New Orleans Province of the Society of Jesus has acquired 640 acres of land from the Horizon Land Corporation, developers of a new metropolis being planned on a 167 square mile site outside El Paso, Tex.

Rev. Laurence M. O'Neill, S.J., provincial of the New Orleans Province, said that "such an institution would answer the needs of a large education-hungry public and merit the support of many community leaders. The Horizon City area contains a large Catholic population within a radius of 50 miles, and there exists no other similar institution of higher education in that region."

Lucio Costa, who planned Brasilia, the new capital of Brazil, is the chief planning consultant in the construction of Horizon City. The city is expected to hold one and a half million people.

Mercy Nuns Seek School Data

The Sisters of Mercy of the Trenton and Camden, N. J., Dioceses are initiating an intensive research into the history of the high schools, grade schools, and convents under their direction. Most valuable to this research are pictures, pamphlets, programs, newspaper clippings, and anniversary booklets. Pictures of schools and convents under construction, both existing and former residences are desired. Those of graduating classes and class groups are needed also. In order to be valuable in this research, pictures and newspaper clippings must be identified as to names and dates. Any materials submitted will be returned if the donor so requests. This appeal is directed especially to former students and parishioners of the Sisters of Mercy. Information should be sent to any of the convents of the Sisters of Mercy at Plainfield, N. J.

45-Second Walk to Safety

Eight hundred students and teachers vacated St. John's High School, Pittston, Pa., in 45 seconds when the ancient school building caught fire recently. It took firemen from 12 surrounding communities three hours to bring the fire under control. Damage may run to nearly \$1,000,000.

Colleges Planning Survival

A significant meeting of administrative personnel of 70 midwestern Catholic colleges was held on Aug. 22 in the Lake Shore Club, Chicago. The meeting was called by Very Rev. Raphael H. Gross, president of St. Joseph's College, Rensselaer, Ind., who presided as chairman. The meeting was prompted by the alarming prediction that within 10 years only a few independent colleges will be of consequence. Father Gross said that the prediction is based on the "documented belief that they will not be able to adapt or to accept the vast changes that will be necessary in the decade ahead; moreover, that their fund-raising methods will not be sufficient to keep them abreast of the more successful institutions."

Walter L. Darling, of Chicago, a consultant to colleges and institutions, proposed a comprehensive plan consisting of:

(Concluded on page 73)



Architect's drawing of Horizon City.



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(Concluded from page 70)

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HONORS AND APPOINTMENTS

Named Secretary General at Catholic U.

DR. GEORGE D. ROCK, since 1948 dean of the graduate school of arts and sciences of the Catholic University of America, Washington, D. C., has been appointed secretary general of the university. In the highest position held by a layman at the university, Dr. Rock will be responsible for academic affairs. He succeeds the retiring DR. ROY J. DEFERRARI who has served as secretary general since 1937.



Dr. Rock has been at Catholic University since 1917 as a student and graduate instructor in the electrical engineering department, and associate professor and professor in the physics department. He received his master's degree in 1922 and his Ph.D. degree in physics in 1927.

Author of numerous articles on physics, Dr. Rock is currently on the executive committee of the Association of Graduate Schools in the Association of American Universities and is a member of the Catholic Commission on Intellectual and Cultural Affairs. Last year he was elected vice-president of the Conference of Deans of Southern Graduate Schools. He was awarded, by the late Pope Pius XII, the Benemerenti Medal.

Will Head Public Relations Group

ARTHUR J. SCHAEFER, vice-president for public relations and development at De

Paul University, will serve as president of the American College Public Relations Association during 1961-62.

Named Editor of "Denver Register"

RT. REV. MSGR. JOHN B. CAVANAGH, managing director of the Register System of Newspapers which he has served since 1936, has been named editor and business manager. He succeeds RT. REV. MSGR. MATTHEW J. SMITH, founding editor who died, June 15, at the age of 69.

Archbishop Noll Award

DR. THOMAS P. NEILL, historian and author, received the 1960 Archbishop Noll Award of the National Federation of Catholic College Students at the organization's 17th national congress held in Louisville, Ky., Sept. 3. The award is given for "apostolic achievements of outstanding lay graduates" of Catholic American colleges and universities. Dr. Neill, who is a graduate of St. Louis and Notre Dame Universities, has been a faculty member of St. Louis University since 1943.

Heads Benedictine College

REV. BERNARD G. HOLMES, O.S.B., has been named the fifth president of St. Anselm's College, a Benedictine school in Manchester, N.H. Father Holmes is former dean of St. Anselm's. He succeeds Rev. Gerald F. McCarty, O.S.B., who was recently appointed prior of St. Anselm's Abbey.

New Jesuit Provincial

REV. JOHN R. CONNERY, S.J., a professor of theology at West Baden College (Indiana), the theology school for Loyola University, Chicago, is the new provincial of the Chicago Province of the Society of Jesus. He succeeds VERY REV. WILLIAM J. SCHMIDT, S.J., who has served his canonical six-year term as provincial.

Brother Schnepf, S.M., to Rome

BROTHER GERALD J. SCHNEPP, S.M., of St. Mary's University, San Antonio, Tex., has been appointed assistant business manager for the Society of Mary. He will reside at the Society's headquarters in Rome, Italy.

Emmanuel Names New President

The new president of Emmanuel College, Boston, Mass., is SISTER ANN BARTHOLOMEW, S.N.D. SISTER ALICE GERTRUDE, S.N.D., president of Emmanuel from 1952-60, will direct the development program of the Massachusetts Province of the Sisters of Notre Dame de Namur.

New Head of Nazareth College

SISTER HELEN DANIEL MALONE, C.S.J., has been named president of Nazareth College, Rochester, N. Y., of which she is an alumna. Sister has been a member of the college's faculty since 1943. She has taught in the department of English and more recently has been chairman of the department of speech and drama. The appointment of Sister Helen Daniel marked a change in the manner of filling the position of college president. Since 1924, the elected superior general of the Sisters of St. Joseph has been ex officio the college president.

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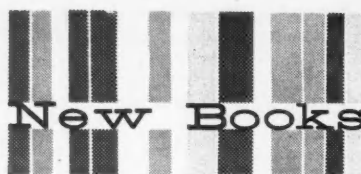


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(Continued from page 18)

The Christian Calendar

By Noele M. Denis-Boulet. Cloth, 126 pp., \$2.95. Hawthorn Books, New York, N. Y.

This book tells the history of the several calendars which have been used widely in the pre-Christian and the Christian eras. It shows how the Lunar calendar of the Greeks and people of the Near East was replaced by the Julian Calendar, how this calendar was accepted by the Church and how it was later replaced by the present Gregorian calendar. The book naturally centers around the development of the Christian year with a special reference to Easter and the problem of fixing the date of Easter. The most modern recommendations for a new calendar are discussed but no recommendation is made for a definite fixing of the date of Easter and the stabilization of the weeks. The author seems to feel that Easter might be placed on the nearest Sunday following the 9th of April which from the latest studies seems to have been the original date of Christ's rising from the dead. The book concludes with a quotation from the encyclical *Mediator Dei*: "Therefore the liturgical year, animated throughout by the devotion of the Church, is no cold and lifeless representation of past events, no mere historical record. It is Christ Himself, living on in His Church, and still pursuing that path of boundless mercy which, 'going about and doing good,' He began to tread during His life on earth. This He did in order that the souls of men might come into contact with His mysteries and so to speak, live by them."

Aerospace Dictionary

By Frank Gaynor. Cloth, 260 pp., \$6. Philosophical Library, New York 16, N. Y.

This dictionary includes some 2300 terms used in rocketry, atomic research, aviation, astronomy, and other subject areas related to airspace travel and similar new developments. The dictionary includes an introduction on the use of airspace travel by Wernher Von Braun, of the U. S. Missile Agency. The book should do much toward standardizing the meaning of many new terms and to direct their use in new ways. A useful aspect of the book is the inclusion of the numerous abbreviations of terms used in connection with missiles, rocketry, and astronautics.

Where the Ohio Flows

By George Crout and Edith S. McCall. Cloth, 284 pp., \$2.88. Benefic Press, Chicago 39, Ill.

This is one of "Our Growing America" series at fourth grade study level. It is the history of the Ohio River Valley — the story of the changes from "the wild land of the early people to the rich farms and cities of today."

Beginning with the primitive Indians, the book studies explorations, the Revolutionary and Civil Wars, methods of transportation and inventions that have developed, and the growth of industry, to

(Continued on page 76)

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NEW BOOKS

(Continued from page 74)

mention some of the larger topics. All are discussed in connection with the growth of the territory around the Ohio River up to the present time.

Biographical sketches are included about such persons as Johnny Appleseed and Annie Oakley. There are study questions and varied activities suggested at the end of each of the six large sections. Activity headings are "People You Have Met," "Words to Know," "Learn By Doing," and "To Think and Talk About."

Of Parties and Petticoats

By Emily R. Dow. Cloth, 205 pp., \$2.95.

M. Barrows and Co., Inc., New York 16, N. Y.

Written for teenage girls, this lightly styled book answers "growing up" problems. Directions for making a skirt as well as finding a date are two of the wide range of subjects discussed. Other topics include suggestions for entertaining, personal grooming, choosing a career, travel, and vacation jobs. The teenager who needs tips on what to do with her time should find *Of Parties and Petticoats* fairly informative.

The Blood Red Crescent

By Henry Garnett. Cloth, 188 pp., \$1.95. Doubleday & Co., Inc., New York 22, N. Y.

Church history along with action is provided in this young people's novel. In

1570, Pope Pius V issued a call for a crusade to crush the Turkish invasion. The fictional character, Guido, who is a 14-year-old Venetian boy, desperately wants to join the Christian fighting forces. But Guido's wealthy father, who has built and equipped a galley, sends his son to a monastery for protection.

After a miracle, and after a series of dangerous events, Guido is allowed to join his father's ship. He helps defeat the Turks at the Battle of Lepanto where the Christians turn the Turkish crescent into a "blood red crescent."

The author tries to bring the 16th century Crusades to life, combining real and fictional characters. Boys and girls should enjoy reading this fast-moving, historical novel. The story should be good supplementary material for an elementary world history class.

Dix Annees de Travail Catechetique Dans le Monde au Service de la Formation Religieuse de L'enfance

Published by Editions Fleurus, 31-33 rue de Fleurus, Paris 6^{ème}, France. 504 pp. Price outside of France 13, 78 new francs.

This book, compiled by the International Catholic Child Bureau, is a collection of reports from 22 countries of the world on the progress made in teaching religion from 1948 to 1958. It is the result of a survey conducted by the secretary general of the ICCB.

Right Living

By Rt. Rev. Msgr. Julius W. Haun, Ph.D., D.D., 201 pp., \$3.50. Pageant Press, New York 3, N. Y.

The former president of St. Mary's College, Winona, Minn., presents an effective handbook in general and special ethics. The brief definitions and many examples and applications make the book helpful to all teachers. Modern problems and applications, though short, help teach morals not only from an authoritative religious point of view but also from that of the reasoning mind. — *Frank Bruce.*

Junior English in Action: Book III

By J. C. Tressler, Henry I. Christ, Marguerite Sheldmadine, and Muriel M. Paige. Cloth, 500 pp., \$3.60. D. C. Heath & Co., Boston, Mass.

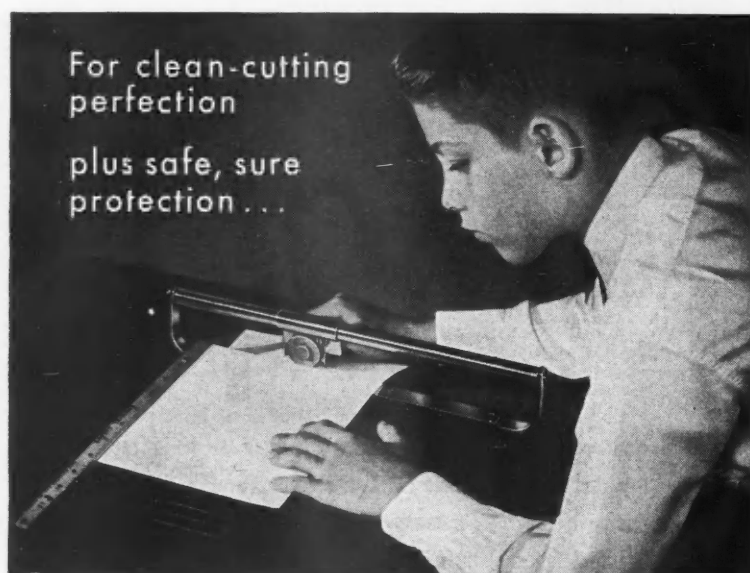
This ninth grade book takes up reading, thinking, and listening, as well as speaking and writing. An outstanding feature is the large amount of material, activities, and drill sentences. Throughout, the book is lively and up-to-date. The authors have provided motivation, drill sentences, and model writings based on completely new situations and recent happenings in life, family living, sports, and outdoor life. Each chapter includes word-study activities. There is a chapter on poetry geared to the interests and understanding of ninth graders. The book can be made a truly useful tool for the language laboratory.

Developing Teaching Skills in Music

Ed. by Richard H. Werder, Ed.D. Paper, 132 pp., \$2. The Catholic University of America Press, Washington 17, D. C.

This booklet is the proceedings of the workshop on developing teaching skills in music, conducted at the Catholic University of America, June 12-23, 1959.

(Continued on page 78)

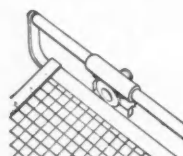


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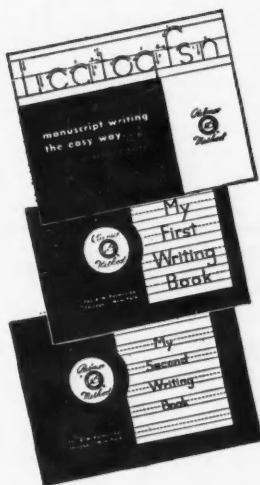
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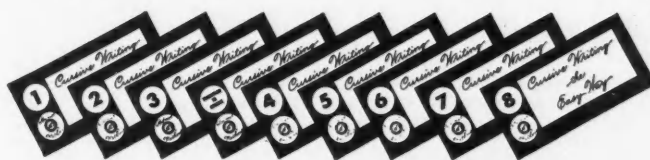
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NEW BOOKS

(Continued from page 76)

The Story of Archaeology

By Agnes Allen. Cloth, 245 pp., \$4.75. Philosophical Library, Inc., New York 16, N. Y.

This book provides a popular account of the work of modern archaeologists and of their findings in England, on the European continent, and in Asia, Africa, and India.

Aging in Today's Society

Edited by Clark Tibbits and Wilma Donahue. Cloth, 418 pp., \$6. Prentice-Hall, Inc., Englewood Cliffs, N. J.

This book is intended to provide people in the middle years with basic information and viewpoints for preparing for and spending their old age happily, creatively, and with calm satisfaction. Much of the material is addressed to social workers and is intended to help raise the quality of the old-age social groups. While the essays of the ten contributors to the book and the quoted writings of older commentators on old age have happy, reassuring, and constructive ideas, the inclusion of a more positive Christian view of death and of a future life would remove much of the negative aspect of the whole problem of a majority of oldsters.

The Christian Today

By Jean Danielow, S.J. Translated by Kathryn Sullivan, R.C.S.J. Cloth, 150 pp., \$2.75. Desclee Co., New York, N. Y.

This book examines the spiritual problems of the modern Christian who, torn by the unrest and the errors of the present-day, seeks to reach the only true goal of life—union with God. In a series of brief chapters, the author discusses the topics of sanctity, the love of God, obedience, liberty in its various aspects, faith, hope, and Christian poverty. The translation is smooth and clear.

The Church and Communications Arts

Proceedings of the communications seminar held by the N.C.W.C. in August, 1959, at Manhattan College. Paper, octavo, 193 pp., \$3. Bureau of Information, National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

The seminar contributed a reservoir of information and practical suggestions for giving the public a clear picture of what the Church teaches, how she operates, and what she is doing.

The consultants agreed that every diocese should organize a permanent, full-time public relations bureau in charge of people who know how to operate such an organization.

Marquette's New Magazine

The first issue of Marquette University's new quarterly publication, *The Marquette University Magazine*, was published in March. The magazine's purpose, as stated by editor Donald McDonald, is "to report the problems and accomplishments of university education as illustrated and exemplified primarily at Marquette." He concluded his editorial with the hope that the new magazine "will lead to an even deeper, sustained understanding and appreciation, not only of Marquette University, but of universities in general." The first issue contains an interview with Rev. Francis C. Wade,

S.J., on "Learning 'Within the Love of God,'" a report on three Marquette-sponsored symposia and institutes, an account of Dr. Victor Hamm's Aquinas lecture on "Language, Truth, and Poetry," and an extract from a recent Marquette University publication *An Etienne Gilson Tribute*. Editor McDonald was formerly editor of *Catholic Messenger*.

With Love and Laughter

By Sister Maryanna, O.P. Cloth, 209 pp., \$3.50. Doubleday & Co., Inc., New York 22, N. Y.

In this book Sister Maryanna reminisces about her years in religious life and her experiences while studying, teaching, lecturing, traveling, and writing. She is the author of many poems, articles, and two juveniles including *The Littlest Angel and Other Legends*.

When Sister Maryanna entered the convent she was told, mostly by Protestant friends who seemed to be the most "in the know," that it would be the same as burying herself alive—no more "friend of a friend's" tickets for the latest Broadway shows, no more high fashion clothes, parties, or any real "living." She found this to be far from what was to be the story of her life. Excitement aplenty came into her life as soon as she entered the convent and has never seemed to leave. As a postulant she accidentally started a fire in the convent attic on Christmas Eve, just at the height of the trimming and decorating festivities. The fire resulted in a custom that is still observed in her order today, Christmas Day "open house" for all postulants, novices, and professed Sisters for exchanging bits of news—originally for news of the fire. Sister has become a well-seasoned traveler and describes a summer in Europe and one in Mexico with words that only a writer-poet can command. She chuckles as she remembers her trip to Europe first class on a large ship, then in a laundry truck to Lourdes. Sister Maryanna has a wonderful talent for thoroughly enjoying every phase of life she has encountered. She misses no details and loves a good joke even when it is on her.

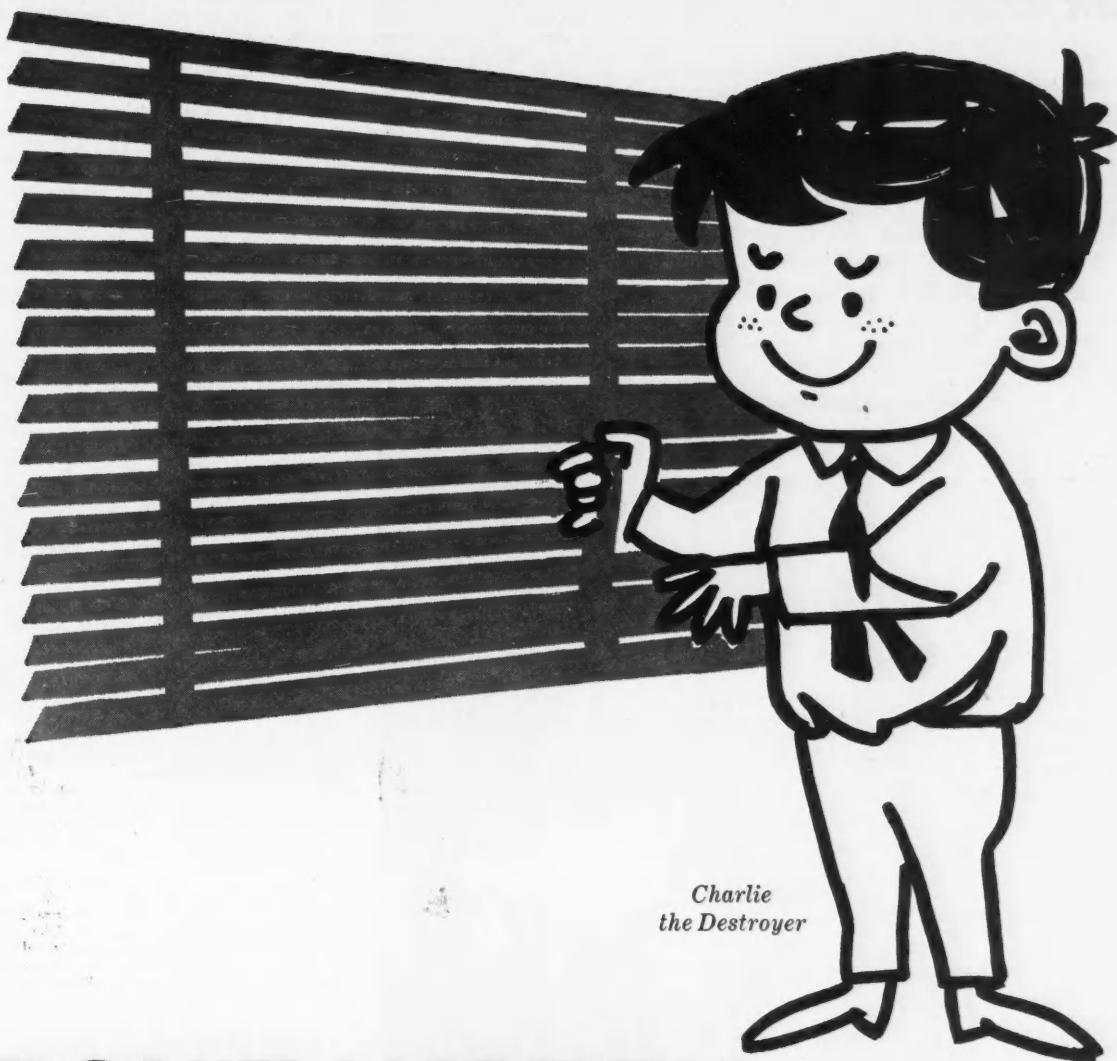
This book can help prove that nuns are not ladies in black, white, or gray, with walls around them; but real people with a huge love for God and a zest for living with a twinkle in their eyes. It might be a good idea to hand a copy to every girl who contemplates the religious life—it would dispell any fears of a dreary future in the convent.

Brother Zero

By Covelle Newcomb. Cloth, 314 pp., \$3.50. Dodd, Mead & Co., New York 16, N. Y., 1959.

A very powerful and inspiring man: St. John of God, "Brother Zero." The author has done a magnificent job of capturing his personality and portraying his value to God and man. As each chapter in the life of this holy helper unfolds, it encourages the reader to strive for his own perfection and try as nearly as possible to follow the life of charity and love led by Brother Zero. That God, himself, as well as His Mother, should appear so many times under so many various forms to an earthing is truly a marvelous and pondersome thing. Imagine being given your name and occupation from Christ's own lips. Such fortitude and charity as is beheld in the father of the Order of Charity is almost impossible and unthinkable for any human to achieve (especially in this day and age) —

(Continued on page 80)



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NEW BOOKS

(Continued from page 78)

without being constantly encouraged, led, helped with the direct messages, words, and companions of the Blessed Trinity and Virgin Mother.

Richard Cardinal Cushing, Archbishop of Boston, who wrote the foreword praises the book and gives his thanks to the Hospitallers of St. John of God, and to God for giving us their founder. The book contains an imprimatur.

Vestments and Church Furniture

By Robert Lesage. Cloth, 152 pp., \$2.95. Hawthorn Books, New York, N. Y.

This book departs slightly in its subject

matter from the title. Part One is devoted to the altar and its fittings; the crucifix, the sacred vessels, the candles and lamps, the liturgical books, the thurible, the font, vessels for the holy oils, and the church bells. There is no mention of church furniture in our sense of the term and unquestionably a later book will take up items of furniture such as the pews, the sanctuary throne, the seating for the clergy, the pulpit, and the rood and screen. The section devoted to vestments takes up not merely the choir dress and the vestments and insignia used at Mass and other sacred services, but also the outdoor and everyday dress of the clergy, bishops, and higher dignitaries. The approach throughout the book is historic and descriptive, and fortunately no illustrations are included—or needed. The particular uses of vestments

and objects used during the special seasons of the Church year are mentioned incidentally and completely. The book is an excellent addition to the *Twentieth Century Encyclopedia of Catholicism*.

Henry's Lincoln

By Louise A. Neyhart. Cloth, 51 pp., \$2.50. Holiday House, New York 11, N. Y., 1958.

A re-creation of the Lincoln-Douglas debate at Freeport, Ill., as seen and heard by a boy who wore a Douglas badge which he discarded when he decided that Lincoln was the man to free the United States from slavery. This is a story first published in 1945 brought out and illustrated with authentic illustrations by Charles Banks Wilson to commemorate the centenary of the famous battle of words. It is excellent background material for grade and high school history.

The Early Middle Ages

By Bernard Guillemain. Cloth, 126 pp., \$2.95. Hawthorn Books, New York, N. Y.

This new addition to the "20th Century Encyclopedia of Catholicism" adds to the existing volumes on the "history of the Church" an account of the structure and life of the Church from the early tenth century to the end of the twelfth century. The book provides an insight into the Crusades, the cultural renaissance, the heresies, and struggles with the temporal rulers of the period.

The Later Middle Ages

By Bernard Guillemain. Cloth, 122 pp., \$2.95. Hawthorn Books, Inc., 70 Fifth Avenue, New York 11, N. Y.

This book carries forward the story of the Middle Ages from the thirteenth century to the high point of the Renaissance in the mid-fifteenth century. While the period was profoundly Christian it gave evidences that the civil power of the Church was slowly but surely declining.

Some of My Very Best

By Jim Bishop. Cloth, 270 pp., \$3.95. All Saints Press, Inc., New York 20, N. Y.

This book provides an excellent cross section of the author's various daily columns. Like similar works, it is extremely uneven in quality and point of view. Many of the writings will become obsolete in content and conclusions within the next five years.

Careers in Education

By Richard Wynn. Cloth, 307 pp., \$4.95. McGraw-Hill Book Co., Inc., New York 36, N. Y.

This guidance work is addressed to prospective public school teachers with attention to the emotional and factual elements of teaching as a profession.

Ornaments Musicaux des Maîtres Anciens

Paper, 63 pp., \$1.50, plus postage. Published by Editions Franciscaines, Montreal, Canada.

This is a condensed description, fully illustrated, of the musical ornaments and signs used by the ancient and medieval masters of music. While the work is written in French, it is very simple in language and is so fully illustrated that anyone who reads music can understand and enjoy it.

Guild Punchout Books

The Joyful Mysteries of the Rosary can be studied by young children in a series of colored punch-out-and-assemble pictures recently published by The Golden Press, Inc., New York 20, N. Y. A study of the altar and sanctuary, the vestments used by the priest at *The Mass* is also available in full colors from the same publishers. The charts are intended primarily for home use but are also of interest to kindergarten and first grade classes in religion. Guild Punchout Books sell at 50 cents each.

Eastern Liturgies

By Irene Henri Dalmais, O.P. Cloth, 144 pp., \$2.95. Hawthorne Books, New York, N. Y.

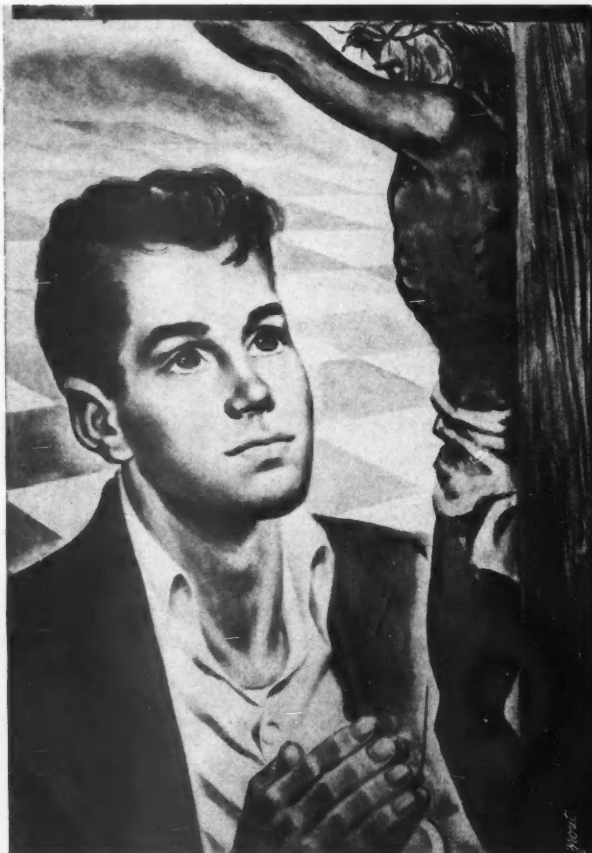
(Continued on page 81)

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NEW BOOKS

(Continued from page 80)

This book outlining the history and inner meaning of the liturgies of the Eastern Uniate Churches gains stature in the fact that the splendid translation has been made by Donald Attwater, the best known English expert on Eastern Catholic Churches. The second half of the work describes the rites (1) of baptism and confirmation, (2) the Mass and the Eucharist, (3) penance, the anointing of the sick and funerals, (4) ordinations of deacons and priests and the consecration of bishops, (5) the wedding liturgy, (6) the divine office. An index would help the uninitiated reader.

Horns, Strings, and Harmony

By A. H. Benade. Paper, 271 pp., 95 cents. Wesleyan University Press, Columbus 16, Ohio.

The physics of sound is outlined here and its use in the vibration of strings, metal pipes, and horns, and woodwind instruments is carefully explained. How the simple and complex systems of vibrations are used to combine in beautiful sounds—music—is the real subject matter of this informative work.

New Image Book

Image Books has added Hales' *The Catholic Church in the Modern World* to its 1960 list of reprints. The book provides the best available insight into the history of the Church from 1789 to the beginning of the 1950's.

The Wonderland of Plants

By Terry Shannon. Cloth, 32 pp., \$2.75. Albert Whitman & Company, Chicago, Ill.

Children between the ages of 6 and 9 will enjoy this story of how plants grow and live. The illustrations in full color are particularly helpful and authentic.

Four Novels for Appreciation

Ed. by Edmund Fuller and Blanche Jennings Thompson. Cloth, 666 pp., \$3.36. Harcourt, Brace & Co., New York, N. Y.

The four novels are a condensed version of *Jane Eyre*, the complete texts of *Kim*, *The Pearl*, and *Night Flight*. The introductions and critical discussions, as well as the study questions, are well adapted to high school students.

The HulloSaloo ABC

By Beverly Cleary and Earl Thollander. \$2.95. Parnassus Press, Berkeley, Calif.

Real humor in illustrations and briefest of texts characterize this original alphabet book. The subject matter taken from farm situations should be of interest to every six-year-old.

Saint Vincent de Paul

By M. V. Woodgate. Paper, 136 pp., \$1.25. The Newman Press, Westminster, Md.

A welcome reprint in paper-back form of a book first issued in 1958.

The Dream Lives Forever

The Story of Saint Patrick's Cathedral. By Katherine Burton. Cloth, 238 pp., \$4.50. Longmans, Green & Co., Inc., New York 18, N. Y.

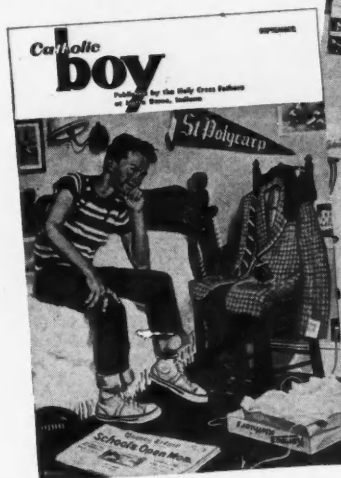
The history of the Archdiocese of New York centers in and around Saint Patrick's Cathedral to such an extent that the history of the Cathedral is almost the story of the Archdiocese. This book, written for a popular audience, is intended to commemorate the hundredth anniversary of the erection of the present splendid building. It tells not only the story of the Church structure, and of the great men who made it, but also many of the important events which took place within its hallowed walls. May we express the hope that the second edition of this book will include not only the present general view of the interior, but also a series of detail exterior shots that will make clear the important place Saint Patrick's occupies as a landmark and architectural gem of the city of New York.

Conqueror of Smallpox: Dr. Edward Jenner

By I. E. Levine. Cloth, 190 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y.

This is the thrilling story of a medical pioneer—Dr. Edward Jenner—who under most discouraging circumstances carried on the research which resulted in the discovery and refinement of vaccination as the one safe protection against

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smallpox. The work of Jenner in finding the similarity of cowpox and smallpox, and the scientific experiment carried on with a milkmaid and an eight-year-old boy make interesting and distinctly worthwhile reading for adolescents.

Shooting and Hunting

Paper, 94 pp., \$2. American Association for Health, Physical Education, and Recreation, Washington 6, D. C.

An instructor's manual for teaching the principles of shooting and hunting as a part of outdoor physical education.

Free and Inexpensive Learning Materials

Paper, 252 pp., \$1.50. Division of Surveys and Field Services, Peabody College, Nashville 5, Tenn.

This listing reaches for completeness rather than permanent value.

Mike's Mystery

By Gertrude C. Warner. Cloth, 128 pp., \$2.50. Albert Whitman & Co., Chicago, Ill.

In this second book of the adventures of the Alden children, Mike Ward is met again and the children help solve the mystery of the man in the blue hat who endangers the uranium mine. Ideas and language make the book good reading for children from eight to eleven years.

Rope Roundup

By Bill Severn. Cloth, 237 pp., \$3.95. David McKay Co., Inc., New York, N. Y.

While this book is addressed to young people, it is likely that it will more completely satisfy adult readers. It really combines the lore and the modern craft of rope and roping. The first chapter tells the history of rope and ropemakers and includes much of the romance of the early and

(Continued on page 82)

NEW BOOKS

(Continued from page 81)

more recent uses of rope for the greatest variety of purposes even to "rope spinning" and tight-rope walking. After this rather romantic introduction, the author suggests practical occupational standards for selecting and using rope. The next chapter is devoted to knots and ties—not merely those used by sailors but those used in the prosaic work of the farm and the factory. Several chapters are devoted to trick knots and puzzles and to new uses of ropes and rope tying. Young people will especially enjoy the chapters on rope magic, and the use of rope in crafts and games. The entire work is very simply but clearly written and contains a wealth of information not otherwise available.

Which College for You?

By Edward Hodnet. Cloth, 121 pp., \$2.95. Harper & Bros., New York 16, N. Y., 1960.

A book designed to help in the systematic choice of the right college for each individual. It is called "A practical handbook showing how to make a sound selection on the basis of your personality, goals, scholastic record, special abilities, and finances." A chart for a self-directed action program is included to help guide the student who reads this book. The book is particularly useful because it encourages a true self-analysis as a prerequisite to determining a college.

The Promise of Economic Growth

Paper, 55 pp., \$1. Chamber of Commerce of the United States, Washington, D. C.

This report by the Committee on Economic Policy, is devoted to prospects, costs, and conditions. It discusses the content of growth in goods, services, and leisure; the costs of growth; reduced consumption and leisure; obsolescence of skills and capital; higher structural unemployment; as well as the most desirable rate of growth in terms of costs and benefits. The report points out that, if we want continued growth, it will be necessary to postpone some pleasures for greater future

satisfactions. The costs of growth include (1) sacrifice of leisure for work, (2) curtailment of consumption for savings and investment; (3) larger fluctuations in employment, income, and output; (4) more rapid obsolescence of skills and capital.

The Best Policy

By George W. Stark. Cloth, 251 pp., \$3.75. Powers & Co., Inc., Detroit 26, Mich.

The life story of a great company: Standard Accident Insurance Company.

A Popular History of the Reformation

Welcome additions to the "Image Books" is an unabridged, revised edition of Hughes' *A Popular History of the Reformation* (Doubleday, 95 cents).

Our Flag

By Carl Memling. Boards, 22 pp., 25 cents. The Golden Press, New York 20, N. Y.

An inspiring history of our flag, fully illustrated.

The Catholic Church in the Modern World

By E. E. Y. Hales. Paper, 313 pp., 95 cents. Doubleday & Co., Inc., New York 22, N. Y.

This historic survey of the Church from the close of the French Revolution to the present day, makes intensely interesting reading. While the style is popular and the approach is general, the story is told with accuracy.

Norms for the World

By Harold C. Gardiner, S.J. Cloth, 166 pp., \$2.95. Hanover House, Garden City, N. Y.

This is a revised edition of Father Gardiner's study of the moral aspects of the novelist's art, issued in 1952. The present edition obviously cannot express any change in the basic principles. It does, however, expand the discussion by including some of the controversial books published in the past six years. The emphasis on the responsibility of the reader, so often overlooked, is a valuable element in this urbane book.

How to Grow House Plants

By Millicent E. Selsam. Cloth, 96 pp., \$2.50.

William Morrow & Co., New York 16, N. Y.

Beginning with an explanation of "the secret of the green thumb," this book provides practical information on the planting and care of house plants. Well illustrated, the book includes a valuable outline guide to the culture of the most attractive plants available in the United States.

What Is the Liturgical Movement?

Paper, 32 pp. The Liturgical Conference, Eliberry, Mo. Rev. ed., 1960; Copyright, 1956.

An explanation of the word *liturgical* precedes the meaning and purpose of the movement. The liturgical movement needs to be described for a fuller understanding of the laity's responsibility to join with the priest and Christ in offering the Mass and understanding the externals of the Church. This book is clear, concise, and most useful for encouraging and teaching the laity to realize their obligations as part of the Mystical Body of Christ. It offers a complete, itemized plan and description of the liturgical movement.

What Is This "Active Participation"?

By Mary Perkins Ryan. Paper, 36 pp. The Liturgical Press, St. John's Abbey, Collegeville, Minn., 1959.

The Church's long-range plans provide that all members of the congregation will assist fully and verbally with the priest (and Christ) at Mass. This pamphlet was written to answer our questions: What is it we really are to do at Mass? How soon can we begin to do it in our parish? And just plain "how?" The booklet is a guide to help us understand why the Church wants us to change our lifelong habits of prayer for "social prayer." It is clear, practical, and certainly a useful tool for teaching more about the liturgy. A "working script" of our part in the Mass, designed to coincide with any Missal, is included in the pamphlet.

Appamattox Road

By Manly Wade Wellman. Cloth, 181 pp., \$2.95. Ives Washburn, Inc., New York 18, N. Y.

A good adventure story involving the fictitious

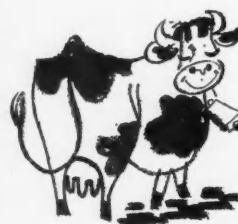
(Concluded on page 84)



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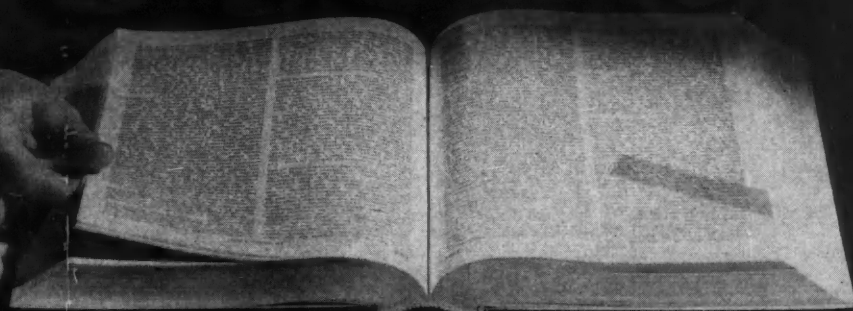


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NEW BOOKS

(Concluded from page 82)

"Iron Scouts" of the Confederate Army in the last months before Appomattox. The story is exciting and well told. The characters, historical as well as fictional, have life. A note of understanding and sympathy for both sides in the struggle is outstanding. There is no villain in the story except the war itself. Boys 10 to 14 should like it.

— A. Croft.

America Grows Up

By Gerald W. Johnson. Cloth, 223 pp., \$3.75. William Morrow & Co., Inc., New York 16, N. Y.

This is the second of Mr. Johnson's histories "for Peter." It takes the United States from the events that led to the Constitutional convention of 1787, up to American entry into World War I.

This is a good history—simplified, of course, as it must be—but wise, balanced, and at the same time stirring. The author presents the historical figures as human beings, subject to the varying influences that all men feel. Events for him are something that had both causes and effects—favorable and unfavorable. His handling of the attitudes and events that led to the Civil War, and of the War itself, is excellent.

Young people exposed to history handled as Mr. Johnson handles it, ought to come to love history. — A. Croft.

The Catholic Viewpoint on Marriage and the Family

By John L. Thomas, S.J., Ed. by John J. Delaney. Cloth, 186 pp., \$3.50. Hanover House, Garden City, N. Y., 1958.

A perfect book for anyone, young or old, contemplating marriage now or in the indefinite future. It would be a wise addition to high school libraries, placed within easy reach of all students. This book will also provide correct and necessary information to Protestants concerning the Church's position on marriage and the family in their relation to God and His will.

The responsibilities of marriage and special Catholic family problems—birth control, mixed marriage, divorce, etc.—are discussed. These discussions will make those contemplating marriage aware of immediate and future problems relating to this state of life and help provide a way to cope with and understand these problems as they arise. The text is exact and explicit, yet easily read and understood. It leaves no doubt as to why the Church considers that marriage is a sacrament.

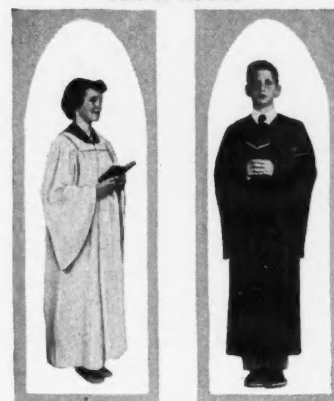
The book is one of the *Catholic Viewpoint Series*.

Cowboy-Artist: Charles M. Russell

By Shannon Garst. Cloth, 192 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y.

Not many grade school boys today could get away with what Charlie Russell did in his day, but he just couldn't put his mind to ordinary studies. Something in him had to express itself in nature drawing and sculpturing and the best place for it was outdoors where material abounded. So the outdoors saw more of him than the school-room ever did. Most of the time he loitered around the waterfront in St. Louis, his home town, looking for a way to go west. It was the West that drew him, unexplainably, and he thought he'd die, or the Old West would, before he could become a part of it. How he finally got there and lived a full life, as a willing but inefficient cowboy, and became an artist of more worth than even he realized—all this makes a moving story, that will interest every boy reader, certainly, who ever wished himself somewhere besides in school, and every girl reader who might want proof that there's a woman usually behind every successful man. Charlie finally found himself a good wife who got attention for his artistic gifts and helped him achieve fame and fortune before he died. Meanwhile he was himself, doing what was in him to do, setting down a unique record of life in the Old West in more than 2500 paintings, 70 bronze figures, and hundreds of pen and ink drawings. A warm, inspiring biography, nicely done. Too bad the reader isn't given at least one sampling of this great artist's work, but there are plenty of references to where they can be found. — E. Weiler.

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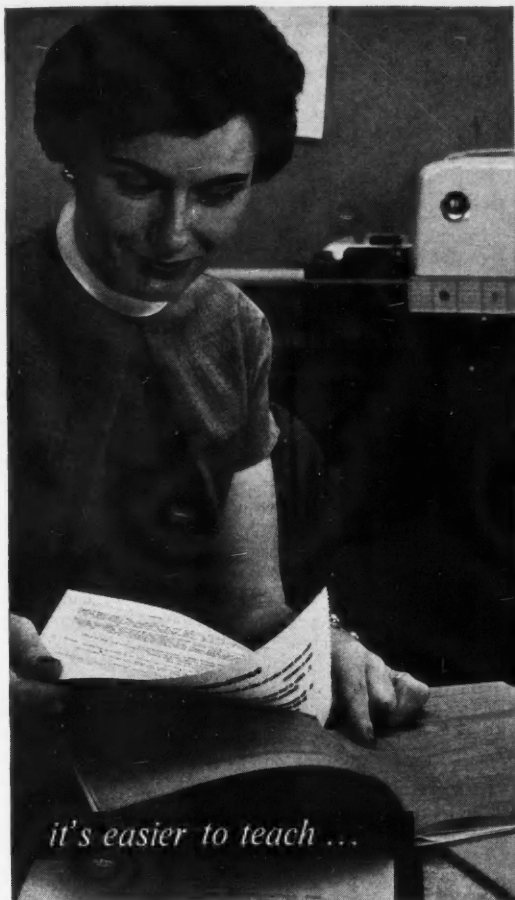
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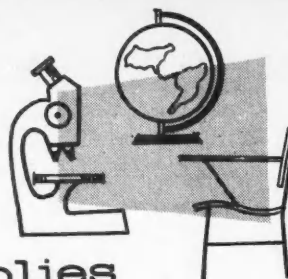
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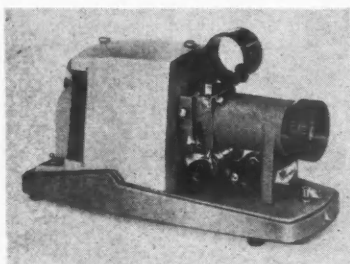




____New Supplies

SELF-THREADING PROJECTOR

As a result of field studies among many classroom teachers, Viewlex Inc., Long Island City, N. Y., has developed a new combination 35mm. filmstrip and two by two in. slide projector. It features a pop-up ejector trigger to release the burned out



For Filmstrips and Slides

lamp. The new lamp is then pushed into place. Film is slid into the projector channel and automatically wound onto the takeup reel. A built-in magnifier pointer permits a teacher to focus attention on any portion of a picture by enlarging it. Model V-500-P also has a motor-driven cooling fan and a light multiplier optical system that evenly distributes light to the screen. Send for a list of accessories.

(For further details encircle index code 0221)

PENCIL SHARPENER MOUNTING

A new kit is offered for quick and easy, permanent mounting of the Boston pencil sharpener on cinder block, wood, metal, or glass. The sharpener may be mounted in school buildings or offices with masonry or steel partitions without drilling holes. For further information write C. Howard Hunt Pen Co., Camden 1, N. J.

(For further details encircle index code 0222)

STURDY PLASTIC GLOBES

The George F. Cram Co., Chicago, Ill., has announced that its complete line of handmade globes is being made with hard plastic "Tuff" globes. At the end of a test in which the ball was dropped 5000



Of Tested Toughness

times, it was not damaged. In fact, the map was in better condition than many globes in daily schoolroom use, says the manufacturer. The globes come in 12 and 16 in. sizes.

(For further details encircle index code 0223)

(Continued on page 89)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

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WAX "A" costs less per gallon, but you must strip and rewax far too often.

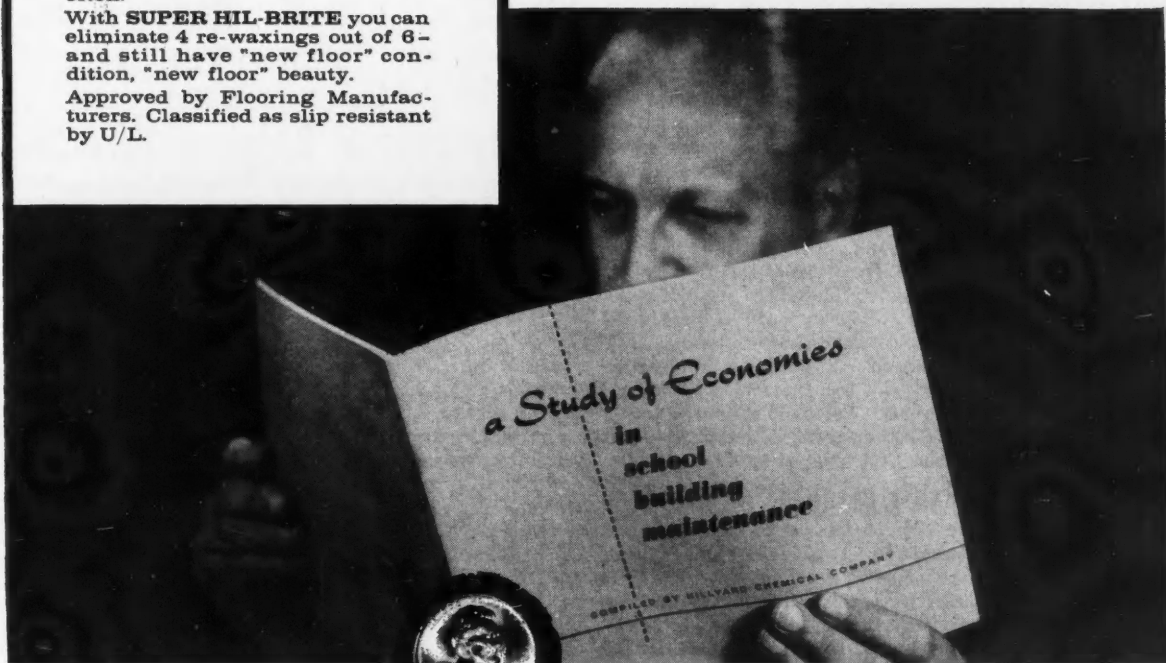
With SUPER HIL-BRITE you can eliminate 4 re-waxings out of 6—and still have "new floor" condition, "new floor" beauty.

Approved by Flooring Manufacturers. Classified as slip resistant by U/L.

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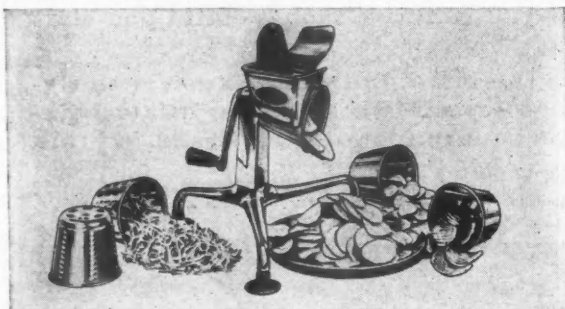
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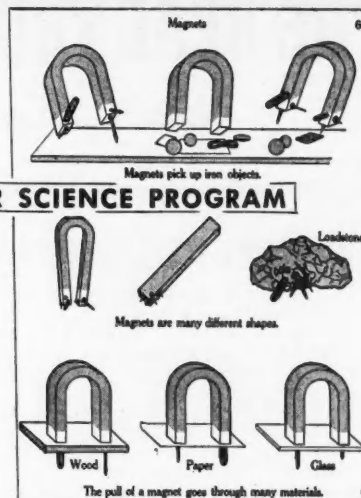
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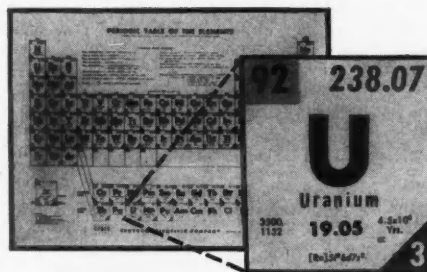
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New Supplies

(Continued from page 86)

JUNIOR MICROSCOPE

For high school use, The Lumiscope Co., New York 3, N. Y., provides a junior model microscope. "Science Master" model AJS-2 is not a toy but has real objectives and optics. The magnifications and clarity



Low in Cost

of the optics are the same as professional microscopes. Reasonably priced at \$39, the precision-built junior model is supplied with mechanical stages, and both fine and coarse adjustments. Send for a catalog describing the complete line of microscopes.

(For further details encircle index code 0224)

POPCORN MACHINES

Gold Medal Products, Cincinnati 2, Ohio, announces two high capacity, table-model popcorn machines, ideal for school cafeterias, athletic events, and other fund-



For Small Fund-Raising

raising projects. Modestly priced, the 14-ounce Citation kettle and the eight-ounce Continental Mark VIII kettle are portable and easily operated. Send for information on the machine and fund-raising ideas.

(For further details encircle index code 0225)

(Continued on page 90)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



Do All Your Students Look Alike? Of Course They Don't! And They Don't Read Alike Either!

EVERY child reads differently, just as every child looks different from the next. To benefit fully from reading instruction, each student should have the reading materials that fill his particular needs.

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Not with the SRA Reading Laboratories — because these Laboratories provide for individual differences in reading ability within a single class.

Three new SRA Reading Laboratories — IIa, IIb and IIc — for grades 4, 5 and 6 are now available, all constructed on the unique multilevel principle of reading instruction that lets each student progress as fast and as far as his own learning rate and capacity will take him.

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IIa* — FOR AVERAGE 4th GRADES, advanced 3rd grades or slower 5th grades. Reading difficulty levels are: 2, 2.3, 2.6, 3, 3.5, 4, 4.5, 5, 5.5, 6, 6.5, 7.

IIb — FOR AVERAGE 5th GRADES, advanced 4th grades or slower 6th grades. Reading difficulty levels are: 3, 3.3, 3.6, 4, 4.5, 5, 5.5, 6, 6.5, 7, 7.5, 8.

IIc — FOR AVERAGE 6th GRADES, advanced 5th grades, or slower 7th grades. Reading difficulty levels are: 4, 4.3, 4.6, 5, 5.5, 6, 6.5, 7, 7.5, 8, 8.5, 9.

*Reading Lab IIa is a revised edition of the Elementary Lab, which may be used until worn out; then it should be replaced with the new IIa.

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New Supplies

(Continued from page 89)

COLLEGE EDUCATION INSURANCE

The Home Life Insurance Co., New York, N. Y., has announced a new insurance policy for financing a college education. The "College-Paid-For" plan uses an endowment rider in combination with a basic whole life policy. Payments on the rider do not have to be completed until the student's 25th year. The endowment is selected so that it matures and becomes an annuity payable Aug. 1 of the student's first year in college. It produces eight equal payments, disbursed in August and February, and spread over four college years. Send for complete information.

(For further details encircle index code 0226)

POWER-ZOOM MOVIE CAMERA

The new 8mm. electric Eye-Matic Power-Zoom movie camera is offered by the Wollensak Optical Co., Chicago 16, Ill. At the touch of a button, the lens automatically glides back and forth, providing wide angle, normal, or telephoto lens coverage with continuous clarity throughout



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(For further details encircle index code 0227)

MATH CARD GAMES

Math card games can teach trigonometrical identities and calculus formulae more expediently than tedious memory drills, according to the Edmund Scientific Co., Barrington, N. J. New math playing cards come in individual decks for differential, integral, and applied calculus, and fundamental identities of trigonometry. Each deck contains 52 cards, 3 3/8 in. by 3 1/2 in., with complete instructions. The question and answer cards are priced at \$1.25 per deck, or \$4 for all four sets.

(For further details encircle index code 0228)

(Continued on page 92)

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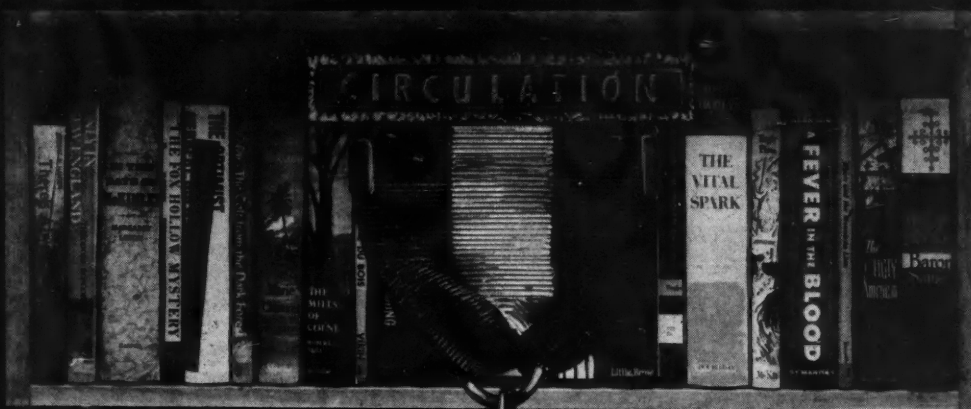
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(Continued from page 90)

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(For further details encircle index code 0230)

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(For further details encircle index code 0231)

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(For further details encircle index code 0232)

(Continued on page 94)

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(For further details encircle index code 0235)

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(Continued on page 96)

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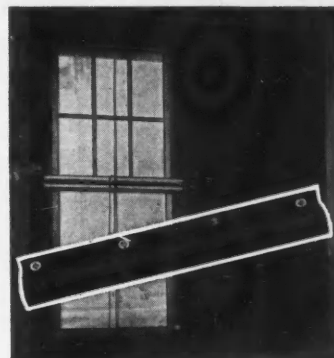
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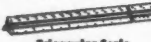
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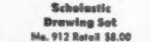
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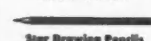
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Instructional materials and "learn-by-doing" educational kits are described in a new catalog from **Models of Industry, Inc.**, Berkeley 10, Calif. Send for a free copy.
(For further details encircle index code 0237)

The **Scott Paper Co.**, Chester, Pa., manufacturers of Confidets, a new, contour-shaped sanitary napkin, has published a new booklet on menstrual hygiene for teen age girls. "Wonderful World of a Girl!" was prepared under the guidance of medical and educational authorities and is well illustrated by full-color drawings by Mia Carpenter. A special section features the importance of happy family relationships during adolescence. Send for a sample copy.
(For further details encircle index code 0238)

The **Society for Visual Education, Inc.**, announces its 1961 Educational Filmstrip and Slide Catalog. The 64-page catalog is organized in two main sections: grades K through six, and grades seven through 12. Copies are available from local audio-visual dealers.
(For further details encircle index code 0239)

A new brochure describes powerful carbon arc spotlights for auditoriums. Send for a copy from **The Strong Electric Corp.**, Toledo 1, Ohio.
(For further details encircle index code 0240)

The **Allied Radio Corp.**, Chicago 80, Ill., announces its 1961 general catalog featuring 444 pages of electronic parts and equipment for use in schools. Write for a free catalog.
(For further details encircle index code 0241)

NEW FILMS

"An Introduction to Rubber" is available free from the education department of the **United States Rubber Co.**, New York 20, N. Y. The filmstrip, designed for grades five to nine, comes with a teacher's guide. Offer is limited to one copy per school.
(For further details encircle index code 0242)

Films, filmstrips, and printed materials emphasizing good breakfasts are available from the **Cereal Institute, Inc.**, Chicago 3, Ill. Send for a list of materials.
(For further details encircle index code 0243)

"What Is Oil Painting," a 15-min. color filmstrip about artists' oil colors, ranges from the selection of the raw pigment to the final filling of paint tubes. Suitable for high school or beginning college levels, the film was produced for **M. Grumbacher, Inc.**, New York 1, N. Y. It sells for \$10.
(For further details encircle index code 0244)

An amusing animated character, Mr. Treble Clef, takes viewers on a musical tour to show the development of organs in a 12-min., 16mm. sound and color film. "Interpretation in Tones" is available on free loan from **Association Films, Inc.**, New York 17, N. Y.
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